



Early Years Pupil premium strategy statement: Wyndham Primary Academy

1. Summary information					
School	Wyndham Primary Academy				
Academic Year	2017/2018	Total PP budget	£600	Date of most recent PP Review	2015
Total number of pupils	FS1: 45	Number of pupils eligible for PP	FS1: 2	Date for next internal review of this strategy	Jan 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
FS1 % on track to be at GLD	100% (7/7)	72% (in-school)
FS2 % on track to be at GLD	71%	79% (in-school)

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	*To ensure Pupil Premium children continue to close the gaps between Non Pupil Premium children within school and close the gap between national (to less than 5%)
B.	Pupils limited range of vocabulary and their very low Speech and Language starting points.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Parents / carers don't fully understand PP funding and therefore do not realise what their child is entitled to.

*Links to SDP

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>At least 85% PP chn to reach 48m at the end of FS1 in all areas of the Early Years curriculum, including communication and language to continue to build on very positive data outcomes from 2017.</p> <p>July 2017 Reading – 77% Whole cohort / 100% PP Children (7/7) Writing – 79% Whole cohort /100% PP Children (7/7) Maths – 83% Number /74% SSM Whole cohort /100% PP Children (7/7) Communication and Language – 79% Whole cohort / 100% PP Children (7/7) Focus on an engaging and language rich environment and provision, supported with Talk Boost interventions.</p>	<p>85% of PP reach '48m' band by the end of FS1 in all areas, including Communication and language. The gap between PP and non-PP children is less than 5%.</p>
B.	<p>Ensuring targeted PP children exceed the 48m band in prime areas of the Early Years curriculum, including communication and language, using the Too Simple to collect evidence and track pupil progress.</p> <p>July 2017 Reading – 0% Writing – 0% Maths – 0% Communication and Language – 0%</p>	<p>100% of targeted PP children to exceed the '48m' band by the end of FS1.</p>
C.	<p>Broaden vocabulary choices and develop communication and language skills for pupils eligible for PP.</p>	<p>Pupils eligible for PP make rapid progress by the end of FS2 so that all pupils eligible for PP meet the S&L standard.</p>
D.	<p>Increased opportunities for parents and carers to apply for PP – PP Lead to work with parents making them aware of the additional funding and support applications to ensure that children who are entitled to the additional funding are aware of it.</p>	<p>All pupils that are entitled to PP funding will receive the funding.</p>
*Linked to the SDP		

5. Planned expenditure					
Academic year	2017/18				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. At least 85% PP chn to reach 48m at the end of FS1 in all areas of the Early Years curriculum, including communication and language to continue to build on very positive data outcomes from 2017.	<p>Focus on an creative, engaging and language rich environment and provision</p> <p>Oracy games to support Communication and Language development.</p> <p>Continuing with Mastery Approach to early maths with a focus on oracy and building a strong conceptual understanding of number</p> <p>Encouraging parental engagement through activities such as the parent feedback on Too Simple, parent workshops, shows, Welly Walks and trips.</p> <p>Use of ICT to support progress, including Purple Mash pupil logins for parent use at home.</p> <p>Progress summaries for FS1 supported by the use of 'Too Simple', triangulating observations and teacher judgements.</p> <p>Ownership of class data and moderation of judgements</p> <p>Additional adults to be used flexibly</p> <p>Key children not moving to be a focus of a pupil profile to dig deeper.</p> <p>Use of the farm and 4D room to engage and motivate children</p>	<p>71% of Pupil premium chn reached GLD this year in FS2 and 100% (7/7) reached the 48m band in FS1 through the implementation of many of these strands – we need to sustain this but also narrow the gap with national and non-PP peers by continuing with the interventions.</p> <p>The EEF's Early Year's Toolkit encourages the following strategies to promote accelerated progress</p> <ul style="list-style-type: none"> - Communication and Language Approaches +6 months impact - Parental engagement +5 months impact - Early Literacy approaches +4 months impact - Early Numeracy Approaches +5 months impact <p>https://educationendowmentfoundation.org.uk/resources/early-years-toolkit</p>	<p>Performance Management meetings</p> <p>Observations and Drop ins</p> <p>Planning scrutiny</p> <p>Internal / external moderation.</p> <p>Parent feedback</p> <p>Staff feedback</p> <p>Vulnerable groups ambassadors to analyse and track FS1 data on half termly basis</p> <p>All children will experience enrichment activities that promote development and thinking skills.</p>	SLT	Termly
Total budgeted cost					£300

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. At least 85% PP chn to reach 48m at the end of FS1 in all areas of the Early Years curriculum, including communication and language to continue to build on very positive data outcomes from 2017.</p>	<p>Interventions using Talk Boost to support Communication and Language development.</p> <p>Encouraging parental engagement with targeted parents through activities such as the parent feedback on Too Simple, parent workshops, shows, Welly Walks and trips.</p> <p>Use of ICT to support progress, including Purple Mash pupil logins for parent use at home, engaging key families</p> <p>Additional adult support in FS1 including an HLLA for part of the week, learning mentors and Speech and Language specialist HLLA to support interventions PP ambassador support with monitoring (Whole school PP budget £174,500)</p> <p>Weekly Intervention reports to monitor the impact.</p> <p>Small group and 1:1 interventions for chn when identified</p> <p>Using outdoor learning more effectively.</p> <p>Provision mapping and case studies on chn</p>	<p>Additional HLLAs and adult support to offer one to one support to certain individuals and small group work. Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress (EEF toolkit). Small group work tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact compared to one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p>	<p>Post / Pre teachers' weekly data meetings on interventions</p> <p>PP monthly position statements.</p> <p>PP Provision mapping</p>	<p>Paul Lowther Assistant</p> <p>Tammy Elward PP Lead</p> <p>Head</p> <p>SLT</p>	<p>Monthly</p>

<p>B Ensuring targeted PP children exceed the 48m band in prime areas of the Early Years curriculum, including communication and language, using the Too Simple to collect evidence and track pupil progress.</p>	<p>Progress summaries for FS1 supported by the use of 'Too Simple', triangulating observations and teacher judgements to identify children with the potential early on.</p> <p>Focus on an creative, engaging and language rich environment and provision</p> <p>Oracy games to support Communication and Language development.</p> <p>Continuing with Mastery Approach to early maths with a focus on oracy and building a strong conceptual understanding of number</p> <p>Encouraging parental engagement with targeted parents through activities such as the parent feedback on Too Simple, parent workshops, shows, Welly Walks and trips.</p> <p>Use of ICT to support progress, including Purple Mash pupil logins for parent use at home, engaging key families</p> <p>Additional adult support in FS1 including an HLLA for part of the week, learning mentors and Speech and Language specialist HLLA to support interventions PP ambassador support with monitoring (Whole school PP budget £174,500)</p> <p>Weekly Intervention reports to monitor the impact.</p> <p>Small group and 1:1 interventions for chn when identified</p> <p>Using outdoor learning more effectively.</p> <p>Provision mapping and case studies on chn</p>	<p>Identification of children early on to ensure that potential for children to make accelerated progress is essential. The ongoing assessment and moderation process will also challenge our judgements continually so that no child is missed an opportunity.</p> <p>The EEF's Early Year's Toolkit encourages the following strategies to promote accelerated progress</p> <ul style="list-style-type: none"> - Communication and Language Approaches +6 months impact - Parental engagement +5 months impact - Early Literacy approaches +4 months impact - Early Numeracy Approaches +5 months impact <p>https://educationendowmentfoundation.org.uk/resources/early-years-toolkit</p> <p>Small group work tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three. Planning will always direct adults to use effective questioning to offer children appropriate challenge.</p>	<p>Performance Management meetings</p> <p>Observations and Drop ins</p> <p>Planning scrutiny</p> <p>Internal / external moderation.</p> <p>Parent feedback</p> <p>Staff feedback</p> <p>Vulnerable groups ambassadors to analyse and track FS1 data on half termly basis</p> <p>All children will experience enrichment activities that promote development and thinking skills.</p>	<p>SLT</p>	<p>Termly</p>
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<p>C. Broaden vocabulary choices for all PP children.</p>	<p>Staff training on broadening vocabulary choices throughout school.</p> <p>'Talk Boost' will be used to enhance the speech and language development of all pupils.</p> <p>SLE S&L teacher support daily - Small group provision for every child with S&L or vocabulary need from the SLE</p> <p>Trips and visitors to bringing children's learning experiences to life and enrich language (whole school pp budget)</p> <p>Encouraging parental engagement with targeted parents through activities such as the parent feedback on Too Simple, parent workshops, shows, Welly Walks and trips.</p> <p>Wyndham Farm enhance children's learning experiences and broaden vocabulary choices (whole school pp budget)</p> <p>A 4D room will provide enrichment opportunities and experiences unimaginable.</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest oral interventions which explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school and when they involve active use of any new vocabulary and it is suitable as an approach that we can embed across the school.</p> <p>Communication and Language Approaches +6 months impact Parental engagement +5 months impact Early Literacy approaches +4 months impact</p> <p>https://educationendowmentfoundation.org.uk/resources/early-years-toolkit</p>	<p>Course selected using evidence of effectiveness.</p> <p>Use staff meetings to deliver training.</p> <p>Our S&L SLE will support all teachers.</p> <p>Lessons from training embedded in school feedback policy.</p>	<p>Literacy Lead</p> <p>PP Lead</p>	<p>Half termly</p>
Total budgeted cost					

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>C. Increased opportunities for parents and carers to apply for PP – PP Lead to work with parents making them aware of the additional funding and support applications to ensure that children who are entitled to the additional funding are aware of it.</p>	<p>Parent / carer mornings to help support parents understand PP. Uniform vouchers for every child eligible for PP (whole school pp budget £6,500)</p>	<p>The Teaching & Learning toolkit suggest that parental involvement is consistently associated with pupils' success at school therefore getting parents involved and helping them to understand PP funding will help them support their child.</p>	<p>Thorough parent / carer mornings. Regular parent / carer feedback. Monitored by PP lead and Head teacher.</p>	<p>FS lead S&L SLE PP Lead</p>	<p>Half termly</p>
Total budgeted cost					