



Early Years Pupil Premium

What is it for?

We receive additional funding for pupils whose families receive a low income into the household. This means that our youngest pupils who are disadvantaged come into school with some or all of following barriers to their learning or success:

- Easily distracted.
- Find staying engaged on one task difficult.
- Desire being social often due to lack of positive relationships at home.
- Emotionally less mature than their age.
- Lack intrinsic motivation.
- Anxious and 'suspicious of the world'.
- Have a lack of affection and routine at home.

Our Early Years, 2FEL, Nursery and Reception, will overcome these barriers through specific and focused strategies which we know work for our children.

How much do we get?

Term	Number of children	Number of hours	Total value
Autumn	88	22,500	£11,925
Spring	94	17,820	£9,445
Summer	94	15,078	£11,162
			£32,532

What are our priorities?

1. Improve outcomes overall (GLD) for disadvantaged children at the end of Reception.
2. Specifically improve outcomes (Expected and Exceeding) for disadvantaged children in Writing at the end of Reception so that more than 70% are expected and 10% exceed.
3. Improve parental engagement with disadvantaged children's families so that their attendance and behaviour improves.
4. Implement a new strategy to better prepare children for their phonics learning so more children are so more children move straight into 'Ditty group' at the start of Reception. This will increase from 3% in 19/20 to 25% in 20/21. After this more children leave Reception ready for Y1 phonics, so 50% are in 'Red group' or above at the end of the 19/20 year.
5. Communication and language teaching and interventions are successful so that 90% of disadvantaged pupils in the Early Years make rapid progress (4 or more) in speaking and 40% make 6 or more.



What evidence based strategies will we use?

Priority	EEF Early Years	How Valley Park will use it
1	<p>Earlier starting age (+6 months)</p> <p>Early literacy approaches (+4 months)</p> <p>Early numeracy approaches (+6 months)</p>	<p>Funding for additional 2 year old places and additional ratio for these children (all of whom are disadvantaged).</p> <p>(Investigate extended the provision to 18 places and cost for 20/21).</p> <p>Additional support for disadvantaged children in reading and talking about stories, particularly for those disadvantaged children who are in the lowest 20%. Two additional story times for these children each week with a focus on enjoying and talking about story. Another session looking specifically at vocabulary.</p> <p>Coaching and mentoring for new staff to deliver the direct instruction approach to children in maths. Training for staff on how to deliver the Valley Park maths curriculum.</p>
2	Early literacy approaches (+4 months)	<p>Coaching and mentoring for new staff to deliver the direct instruction approach to children in writing.</p> <p>Additional support for disadvantaged pupils in both spelling and holding a sentence to build writing skills.</p>
3	Parental engagement (+4 months)	Introduction of parental engagement programme after training of family mentor. Continuation of this programme throughout the year.
4	<p>Phonics (+4 months)</p> <p>Early Literacy Approaches (+ 4 months)</p>	<p>Additional adults to carry out 'phonics blast' and interventions in Reception.</p> <p>Train all adults in Ladybirds and Hedgehogs (nurseries) to use 'Launchpad for Literacy' and ensure that time is given to it and this is tracked and monitored.</p>
5	<p>Early Literacy Approaches (+ 4 months)</p> <p>Philosophy for children (promising project)</p> <p>Communication and</p>	<p>Colourful semantics interventions for low ability disadvantaged pupils. Matches speech needs of our children.</p> <p>Continued to use across school and in small groups.</p> <p>A range of approaches matched by the school's</p>



	language approaches (+6 months)	SENCO and supported by the specialist SEND Early Years practitioner. Approaches include: one-to-one, key word focus, enhancing provision effectively, small group work to develop full sentences.
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How will we spend the money on these priorities?

Priority	Outcomes tracking	Professional development	Staffing
1	4 days of EYFS lead, monitoring and action planning (£820)	Delivering stories training (£300) EYFS lead 10 days of coaching and mentoring of how to teach to the disadvantaged pupils in maths (£2,050)	Additional adult in 2 years provision from January (£11,700) 2 x 30 minutes slots each week from a level 3 practitioner (£540)
2	4 days of EYFS lead, monitoring and action planning (£820)	EYFS lead 10 days of coaching and mentoring of how to teach to the disadvantaged pupils in writing (£2,050) 2 x 30 minutes slots each week from a level 3 practitioner in spelling (£540)	
3	5 days attendance tracking per year (£1,025)		Family mentor 20 days over the year to develop and host meetings (£2,461)
4		Launchpad subscription and training (£1,295) Continued development from leader – 3 days (£620) Read Write Inc training and development (£2,500)	Phonics blast 1 hour per week from 3 adults (£2,000) Time for adults in nurseries to deliver (1 hour per week) (£1080)
5			EYFS SEND link, 1/s day per week focused on disadvantaged (£2,400) TA Level 3 delivering intervention for 20 minutes per day (£540)
Total	£2,665	£9,355	£20,721

Overall total cost = £32,741



What are the suggesting next steps (populated as evaluations occur)?

Priority	Evaluation – February 2020	Next Steps
1		
2		
3		
4		
5		

