



Early Years Pupil Premium Strategy Statement

1. Summary information					
School	St. Mark's CE Primary School				
Academic Year	2019-2020	Total PP budget	£302 per child £2718	Date of most recent PP Review	N/A
Total number of pupils	40	Number of pupils eligible for PP	9	Date for next internal review of this strategy	July 2020

2. 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.	Oral skills in nursery are low. Using the communication screening tool: Baseline - Red (51%), Amber (28%) and Green (21%).	
B.	Attitudes to learning and self-confidence.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
C.	Poor attendance	
D.	Not all parents value early education	
E.	Not all parents are able to model English in the home due to dual language, some parents do not speak English.	
F.	Limited availability of books and toys in the home	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for children eligible for pupil premium	Pupils eligible for pupil premium make rapid progress by the end of the year. They will achieve a higher score in the Communication and Language Screening Tool and move up at least one level in the Red, Amber and Green rating.
B.	Children have positive attitudes to their learning and are confident to try new activities.	Children can access activities independently in both the indoor and outdoor areas. They are able to practise and consolidate skills learned and confident to try new activities and experiences.

4. Planned expenditure

Academic year 2019-2020

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?
<p>A. Improved oral language skills</p>	<p>The School Readiness team are providing support, training and monitoring interventions.</p> <p>The language screening tool is used to identify children who require intervention. This will be also used at the end of the year to measure progress.</p> <p>Nuffield Nursery Programme and Time to Talk interventions to be delivered by trained staff.</p> <p>One of the staff delivering the intervention is bilingual. This further supports children who have EAL.</p>	<p>The School Readiness team are part of Stoke Speaks Out. This is led by a qualified speech and language therapist. This team have researched the most effective interventions and screening tools and have modified existing programmes to meet the needs of children in Stoke.</p> <p>The school is supported by a qualified speech and language therapist who regularly visits to train, monitor and give advice. These pupils need targeted support to catch up.</p> <p>These programmes have been independently evaluated and have been shown to be effective in other schools. They have been used in nursery.</p> <p>2018-2019 Sept 2018 Baseline - Red (57%), Amber (23%) and Green (20%).</p>	<p>The Teacher in Charge and nursery staff meet regularly with the Speech and Language therapist.</p> <p>Interventions are modelled and observed.</p> <p>Pupil progress is monitored termly.</p> <p>Teacher in Charge attends the Stoke Speaks out network meetings.</p> <p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Work closely with school readiness team to ensure effectiveness.</p>	<p>Teacher in Charge</p>	<p>July 2020</p>

		July 2019 - Red (23%) 34% moved from red (15 children), Amber (36%) and Green (41%).			
B. Positive attitudes to learning will children confident to access all areas of the nursery and confident to try new activities and experiences.	Soundpots is a strategy delivered by a company called 'Make Some Noise'. This is a 10 week programme.	Tried and tested within the setting and proved to have a positive impact on pupils' confidence, listening skills and gross motor skills. It also has a positive impact on children's mathematical development in relation to counting and recognising patterns.	Soundpots provide a structured plan for the 10 week programme.	Teacher in Charge	July 2020.
B. Positive attitudes to learning will children confident to access all areas of the nursery and confident to try new activities and experiences.	Subsidise educational visits.	Pupils arrive in nursery having limited experience of the world around them. This also links to the Learning Challenge Curriculum and children have a visit or a visitor every half term. The half termly 'WOW' engages children in their education: enhances their learning and provides them with experiences they may not otherwise have had.	Clear links made with the long term plan for the Learning Challenge Curriculum.	Teacher in Charge	July 2020.

<p>B. Positive attitudes to learning will children confident to access all areas of the nursery and confident to try new activities and experiences.</p>	<p>Attendance Rewards on a weekly basis for 100% attendance and then for 100% attendance for the half term.</p>	<p>Attendance needs to improve and support the children in developing good habits before they reach statutory school age.</p> <p><i>Children who are persistently absent are affected in a number of ways. Pupils who have ongoing absence issues often come from disadvantaged backgrounds. These children may start school behind their peers in terms of their language and social development, and missing lots of school makes it harder for them to catch up. When a child is allowed to miss school on a frequent basis, they develop poor attitudes to school. They're more likely to truant at secondary level, and this affects their GCSE grades and their chances of finding a job, further education or training'. DfE 2012.</i></p>	<p>Celebration assembly is held weekly and children are awarded small gifts for attending every day. There is a half termly raffle for pupils who have achieved 100% attendance. Children have the chance to win a £5 gift voucher.</p> <p>Attendance is monitored half termly and persistent absentees are spoken to by the Teacher in Charge and if necessary Head of School.</p>	<p>Teacher in Charge</p>	<p>July 2020.</p>
Total budgeted cost					<p>£2718</p>

5. Additional detail

All children attend the nursery on a full time basis. This is over and above the 15 hours formula funding allocated.