

Resources to Support Disadvantaged Pupils in the Foundation Stage

This guidance focuses on the importance of school readiness, early learning goals and early help services. In particular, speech, language and communication skills, emotional wellbeing and relationships with families and nursery providers to secure disadvantaged children's good level of development (GLD).

The Education Endowment Fund's report 'best evidence on impact of school closures on the attainment gap', and their rapid evidence assessment, has examined the potential impact of school closures on the attainment gap for disadvantaged children, based on a systematic search of existing literature noting that school closures are likely to reverse progress made to close the gap in the last decade since 2011. The median estimate indicates that the gap would widen by 36% but variations suggest the gap could be as much as 75%.

It is therefore highly likely that the gap will have widened when pupils start school, even if the strongest possible mitigatory steps are put in place. Catch-up provision, including assessment of lost learning and targeted support, will be essential. However, it is unlikely that a single catch-up strategy will be sufficient to compensate for lost learning due to school closures.

Disadvantaged Children in the Early Years

We know that disadvantaged pupils are less likely to achieve the GLD standard at the end of EYFS (-6% below national average) and in turn are less likely to achieve the expected 9-5 outcomes at GCSE compared to their non-disadvantaged peers. The educational outcomes of disadvantaged children are in decline at the end of every key stage across education therefore it is imperative that we do everything we can to ensure that all children attain and achieve their full potential, both academically and pastorally. Without urgent action the added impact of school closures is likely to increase the gap even further.

Nuffield Early Language Intervention (NELI)

As part of the National Tutoring Programme the government has recently announced a reception year early language programme for the academic year 2020 to 2021. The Department for Education will be working with the Education Endowment Foundation (EEF) and other partners to scale-up delivery of the Nuffield Early Language Intervention (NELI).

NELI is a high-quality, evidence-based, 20-week intervention designed to improve the language skills of reception age pupils. It involves scripted individual and small group language teaching sessions, delivered by trained school staff, usually teaching assistants. Several EEF

trials have found that NELI improves both children’s oral language and early literacy skills. A recent trial of the programme found that children made on average three months of additional progress compared to children in the comparison group.

Further information about delivering NELI in 20/21, including FAQs, can be found on the [EEF’s website](#)

Schools need to register their interest using this [application form](#). All state funded schools with a reception class can apply but places are limited. If places are over-subscribed, schools will be prioritised based on their percentage of free school meals (FSM) eligibility.

If you are unsuccessful in acquiring a place on NELI please see below for other resources that may be useful instead.

West Sussex Resources

Resource	Link/s
<p>The West Sussex speech and language monitoring tool guidance and practice strategies may be useful for identifying specific gaps in children’s speech and language, as well as providing suggested practical strategies to address these gaps.</p>	<p>Link to WS S&L monitoring tool - https://www.westsussex.gov.uk/media/2645/inc_sl_mon_tool.pdf</p> <p>and guidance – https://www.westsussex.gov.uk/media/5565/guidance_for_using_speech_language_monitoring_tool.pdf</p> <p>- and practice strategies – https://www.westsussex.gov.uk/media/5058/sl_practice_strategies.pdf</p>
<p>‘Closing the Attainment Gap, An Evidence Informed Approach to Teaching’ Durrington Research School. This focuses on training teachers the strategies to develop meta-cognition and self-regulation, memory and vocabulary skills.</p>	<p>http://schools.westsussex.gov.uk/Article/76330</p>
<p>Transition Support - Universal transition events and targeted support</p>	<p>https://www.westsussex.gov.uk/business-and-consumers/information-for-childcare-providers/practice-support/early-years-transitions/</p> <p>https://www.westsussex.gov.uk/business-and-consumers/information-for-childcare-providers/practice-support/diversity-and-inclusion/</p>

School Effectiveness Team

	Transitions then look under the section “Supported transition (pre-entry and moving to a new setting)”
Children’s Learning and Well-Being Audit A tool to support early years providers to identify vulnerability factors that have/are or could impact on children’s learning and development	https://www.westsussex.gov.uk/media/11246/clawbai.pdf Guidance document - https://www.westsussex.gov.uk/media/11245/clawba.pdf
Early Help Offer to Children Looked After	 Early Help offer PDF.pdf
Coastal West Sussex Mind can provide training in supporting children’s emotional well-being and mental health.	https://www.westsussexscp.org.uk/professionals/childrens-mental-health/

West Sussex Support for Families

Resource	Link/s
Five To Thrive	https://www.westsussex.gov.uk/education-children-and-families/support-for-families/developing-your-babys-brain/
School Readiness Integrated Review	https://www.westsussex.gov.uk/business-and-consumers/information-for-childcare-providers/supporting-families-in-your-childcare-setting/

National Resources

Resource	Link/s
' Chatting with Children ' by ICAN 2012 provides ideas of games for 3–5 year olds to support speech, language and communication development.	https://ican.org.uk/media/2605/finalcwcbooklet.pdf
' Universally Speaking ' by Hello 2011, which gives the ages and stages of children's communication development from birth to 5.	 Universally Speaking.pdf
ICAN resources; Talking Strategies 4-7 Years Boxset Early Talk Toolkit	https://ican.org.uk/shop/talking-strategies-4-7-years-boxset/ https://ican.org.uk/shop/early-talk-toolkit/
Making it REAL: Supporting Early Literacy training by National Children's Bureau	https://www.ncb.org.uk/making-it-real-supporting-early-literacy-training?gclid=CjwKCAjwxev3BRBBEiwAiB_PWAw14Je_M0VzZxKU3KuVFU7oqt3y-yzMBH35rPEwf-SNpQLjsnq67TxoCazUQAvD_BwE
School Start 2nd Edition Targeted intervention for language and sound awareness in reception class is a practical resource that can be used with children who need additional help in developing communication skills during the first year of school.	https://www.tes.com/teaching-resource/school-start-2nd-edition-catharine-lowry-and-catherine-de-la-bedoyere-11328637

Self-reflection questions

Question	Supplementary questions/useful links
<p>Have you been able to identify and engage with the disadvantaged children and their families that are starting in September?</p> <p>How do you intend to keep up this engagement throughout their time in your school?</p>	<p>Has there been an exchange of information with settings on how Early Years Pupil Premium had been used and its impact on the child's development?</p> <p>How could this information be used for planning the child's provision and the use of the school's Pupil Premium funding?</p>
<p>Are foundation stage staff and the designated disadvantaged lead equipped to address the needs of the disadvantaged children starting at the school in September?</p> <p>How will the barriers to learning be identified and rapidly addressed?</p>	<p>https://www.e4swsccalpha.co.uk/</p> <p>http://schools.westsussex.gov.uk/Page/17429</p>
<p>Have you considered how the school can utilise the national catch up funding specifically for children in the foundation stage?</p>	<p>https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/</p>