



## Tudhoe Moor Nursery School Early Years Pupil Premium strategy statement 2016-2017

### 1. Summary information

<b>Academic year</b>	2016-2017	<b>Total budget for EYPP</b>	£5753.70	<b>Date of most recent EYPP review</b>	July 2017
<b>Total number of children</b>	79	<b>Number of children eligible for EYPP</b>	21	<b>Date for next EYPP review</b>	November 2017

### 2. Current attainment

	Children eligible for EYPP	Children not eligible for EYPP
% achieving expected standards or above in PSED	84%	91%
% achieving expected standards or above in C&L	71%	92%
% achieving expected standards or above in Literacy	77%	80%
% achieving expected standards or above in Maths	73%	84%

### 3. Barriers to future attainment for children eligible for Early years Pupil Premium

<b>In-School barriers</b>	
<b>A</b>	Outcomes for children in EYPP group are not as strong as for other groups in PSED
<b>B</b>	Outcomes for children in EYPP group are not as strong as for other groups in C&L
<b>C</b>	Outcomes for children in EYPP group are not as strong as for other groups in literacy & maths
<b>External barriers</b>	
<b>D</b>	Involvement of families in children's learning impacts on certain children's progress

#### 4. Outcomes

Desired outcomes and how they will be measured		Success criteria
<b>A</b>	To raise attainment in PSED in line with peers	The majority of children meet at least age-related expectations
<b>B</b>	To raise attainment in C&L in line with peers	The majority of children meet at least age-related expectations
<b>C</b>	To raise attainment in literacy & maths in line with peers	The majority of children meet at least age-related expectations
<b>D</b>	To improve family engagement in children's learning	The majority of families taking part in the 'fun pack' scheme

#### 5. Planned expenditure

Desired outcome	Chosen action/approach	What is the evidence and rational for this choice?	How will you ensure it is implemented well?	Staff lead	When will the implementation be reviewed
Language and communication skills improved Raised self-esteem and wellbeing.	Speech and Language intervention - Individual and small group support carefully planned to meet individual needs. Focus on speech, listening and attention, turn taking and raised self-esteem.	Several of these children have significant S&L needs and others require additional small group work to help develop confidence or listening and attention.	Weekly records of children's access and performance in groups. Termly analysis of children's progress. Staff discussions	EYPP champion	November 2017 <b>July review</b> –S&L intervention groups. Baseline assessment records show improvement in children's communication skills. Increase from 11% to 42% and then to 84% in line or above
Listening, attention and concentration improved for the majority of children.	Smaller Intervention groups to support listening and attention – more specific work for fewer children.	Children's listening and attention is a barrier to learning; therefore we plan small Intervention groups which allow each child to have less distractions and more time to process information.	Weekly records of children's access and performance in groups. Termly analysis of children's progress. Staff discussions	EYPP champion Support staff	November 2017 <b>July review</b> – smaller intervention groups. Baseline assessment records show improvement in children's PSED development. Increase from 20% to 67% and then to 71% in line or above
Improved literacy and maths scores.	Smaller Intervention groups to support maths and literacy targets.	Children's fine motor skills inhibit early mark making (writing). Children's understanding of early number is lower than expected and these groups		EYPP champion	November 2017 <b>July review</b> – targeted, specific small group work. Baseline analysis shows an improvement in literacy – 3% to 30% and then to 77% in line

		will allow children more time to repeat simple concepts.			or above and maths 0% to 23% and then to 73% in line or above for maths.
Improved home/school links. Families more confident to see themselves as educators and more engaged in their child's learning experiences. Improved outcomes for children in all areas	Activity 'fun packs' Parental engagement in children's learning can be a barrier for some children; therefore these fun activities will encourage families to learn together.	There is evidence of the impact on children's learning if families are more involved	Head teacher will monitor. Positive comments and feedback from families.	EYPP champion	November 2017 <b>July review-</b> This was a really popular scheme and was taken up by all but 2 families and there have been some very positive comments from the families about their involvement in their child's learning.
<b>Total budget cost: - £5753.70</b>					

## 6. Final breakdown of costs

Item/project	Costs
Intervention groups for listening and attention	2 intervention groups x 1 hour per week = £11.70 x 1 x 31 weeks = <b>£725.40</b>
Speech and language intervention	4 EYPP children x 1 hour per week x 31 weeks = £11.70 x 31= <b>£1450.80</b>
Smaller intervention groups for literacy and maths	Other small intervention groups to include EYPP children = 2 hour per week of teacher input for 12 weeks = 2 x £46.00 x 12 = <b>£1104.00</b>
Fun pack scheme	Resources £400, 2xdays management time to work on set up £950.00 Staffing 4 hours per week x 18 = £11.70 per hour = £842.24 Total = <b>£2192.24</b>
<b>Total</b>	<b>£5472.44</b>