



## Tudhoe Moor Nursery School Early Years Pupil Premium strategy statement 2019-20

### 1. Summary Information

<b>Academic Year</b>	2019-20	<b>Date of implementation</b>	Sept 2019
<b>Amount of EYPP per child per hour</b>	53p	<b>Date of review</b>	July 2020
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Total number of children</b>	61	70	70
<b>Number of children eligible for EYPP</b>	7	14	16
<b>Total of EYPP per term</b>	£779.10	£1224.30	£1653.60
<b>Total budget for EYPP</b>	£3657.00		

### 2. Baseline Attainment- Rationale for spending

	<b>Children eligible for EYPP</b>	<b>Children not eligible for EYPP</b>
<b>% achieving expected standards or above in PSED</b>	29%	54%
<b>% achieving expected standards or above in C&amp;L</b>	14%	61%
<b>% achieving expected standards or above in Literacy</b>	29%	57%

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

<b>In-School Barriers</b>	
<b>A</b>	Children enter with communication skills that are developmentally lower than expected
<b>B</b>	Life experiences are limited
<b>C</b>	Curriculum areas identified upon entry (e.g. social interactions, speech)
<b>External Barriers</b>	
<b>D</b>	Engaging parents to play with their children

#### 4. Outcomes

Desired outcomes and how they will be measured		Success criteria
<b>A</b>	Improve communication skills	More children meeting age related expectations or better by the end of the academic year
<b>B</b>	Widening life experiences for the children	A broader range of experiences for the children impacting upon narrowing gaps between EYPP and non EYPP on exit.
<b>C</b>	The gap between EYPP and non EYPP will be reduced	Children to make accelerated progress by the end of the year, meeting age related expectations or better.
<b>D</b>	Parents to be more involved in their children's learning	Increase in confidence for the child and parent. Greater understanding of behaviours.

#### 5. Planned Expenditure

Desired outcome	Action	Rationale	Impact	Staff
A - Improve Communication skills	<ul style="list-style-type: none"> <li>Develop staff skills in improving children's language skills, through direct teaching and child initiated learning, to support all children.</li> <li>Targeted intervention in small groups for those who need more than quality first teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Whole school awareness of how and when to extend vocabulary and understanding.</li> <li>Further develop staff confidence with supporting S&amp;L.</li> </ul>	<ul style="list-style-type: none"> <li>Improved outcomes for children.</li> <li>Children eligible for EYPP to make rapid progress.</li> </ul>	<ul style="list-style-type: none"> <li>All key workers</li> <li>L.Nunn</li> </ul>
B - Widening life experiences for the children	<ul style="list-style-type: none"> <li>Cultural enrichment experiences.</li> <li>Visits within the local community.</li> </ul>	<ul style="list-style-type: none"> <li>By providing hands on experiences, enabling specific visits and offering real life opportunities the children will have more experiences to draw upon when</li> </ul>	<ul style="list-style-type: none"> <li>Broader life experiences.</li> <li>Improved outcomes.</li> <li>Well-being and involvement levels improved for children.</li> </ul>	<ul style="list-style-type: none"> <li>SLT</li> <li>Key workers</li> </ul>

		communicating and gain an increased confidence.		
C – Specific curriculum areas gap narrowed between EYPP and Non EYPP	<ul style="list-style-type: none"> <li>• Nurture group to support children’s personal and social skills.</li> <li>• Develop staff’s knowledge of pre-phonics skills to develop listening and attention skills.</li> <li>• Targeted intervention in small groups for those who need more than quality first teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Nurture group will teach, and offer opportunities to practise, specific skills that children need to engage with others in their play.</li> <li>• Pre-phonics will close the gap and offer a bridge for children to catch up to their peers.</li> <li>• Targeted intervention will be unique for each child and build on what they can do.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved outcomes for children.</li> <li>• Children eligible for EYPP to make rapid progress.</li> </ul>	<ul style="list-style-type: none"> <li>• All key workers</li> <li>• A.Bond</li> </ul>
D – Increase Parental Involvement in play and learning	<ul style="list-style-type: none"> <li>• Weekly library.</li> <li>• Half termly Stay and Play sessions.</li> <li>• Bedtime Stories workshop.</li> <li>• Bucket list for home.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved relationships with parents.</li> <li>• Develop parents’ skills in interacting with children.</li> <li>• Increase parental interactions with children in the home.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff can accurately support, give advice and sign post parents for help if needed.</li> <li>• Parents have a greater understanding of how they can support their child's learning.</li> </ul>	<ul style="list-style-type: none"> <li>• SLT</li> <li>• Key workers</li> </ul>

#### 6. Monitoring

School Lead	A.Bond	Link Governor	K.Snowdon
<b>How will EYPP be monitored?</b>	<ul style="list-style-type: none"> <li>• Termly meetings between school lead and link governor</li> <li>• Data analysis</li> <li>• Planning scrutiny between school lead and key workers</li> <li>• Lesson observations</li> <li>• Learning journals</li> <li>• Parent feedback</li> <li>• Parent questionnaires</li> </ul>		

7. End of Year Attainment and Progress

<b>Attainment</b>	<b>Children eligible for EYPP</b>	<b>Children not eligible for EYPP</b>
<del>% achieving expected standards or above in PSED</del>		
<del>% achieving expected standards or above in C&amp;L</del>		
<del>% achieving expected standards or above in Literacy</del>		
<b>Attainment</b>	<b>Children eligible for EYPP</b>	<b>Children not eligible for EYPP</b>
<del>% achieving at least good progress in PSED</del>		
<del>% achieving at least good progress in C&amp;L</del>		
<del>% achieving at least good progress in Literacy</del>		

8. Summary Statement

<b>End of Year Summary Statement</b>
<p>Due to the Covid-19 pandemic, we were unable to complete end of year assessments that would have allowed us to comment on attainment, progress and the impact of EYPP provision. From March to June, we were only open to vulnerable children and those of key workers. From June until July we were allowed to provide a wider offer. However, provision had to be altered significantly to reduce the risk of transmission of Covid-19.</p> <p>Throughout the pandemic staff ensured that the children's well-being was top priority in order to support children in understanding how to keep themselves and others safe and happy.</p>