



## Tudhoe Moor Nursery School Early Years Pupil Premium strategy statement 2020-21

### 1. Summary Information

<b>Academic Year</b>	2020-21	<b>Date of implementation</b>	Sept 2020
<b>Amount of EYPP per child per hour</b>	53p	<b>Date of review</b>	July 2021
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Total number of children</b>	42	TBC	TBC
<b>Number of children eligible for EYPP</b>	7	TBC	TBC
<b>Total of EYPP per term</b>	£779.10	TBC	TBC
<b>Total budget for EYPP</b>	£TBC		

### 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>	14%	29%
<b>% achieving expected standards or above in C&amp;L</b>	28%	31%
<b>% achieving expected standards or above in Mathematics</b>	14%	23%

### 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
<b>E</b>	Poor attendance due to Covid-19 pandemic

#### 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.
<b>E</b>	Access to learning opportunities for all children even if they are unable to attend in person	Children to continue to make progress if they are unable to attend nursery.

#### 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>A.Paley</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>• Staff training to develop a 'Maths mastery' approach to support children's learning.</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>• 'Maths mastery' will ensure a consistent approach.</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> <li>• N.Dunn</li> </ul>
D – Increase Parental Involvement in play and learning	<ul style="list-style-type: none"> <li>• Tapestry.</li> <li>• Bedtime Stories online.</li> <li>• Bucket list for home.</li> <li>• Home learning activities half termly.</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>
E – Access to learning opportunities for all children even if they are unable to attend in person.	<ul style="list-style-type: none"> <li>• Home learning suggestions online (simple activities that can be accessed with minimal resources).</li> <li>• Contact with all EYPP children who are self-isolating, parents signposted to suggested activities and offered any advice sought.</li> <li>• Home learning packs available for EYPP children who may require additional resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Children to continue to make progress if they are unable to attend nursery.</li> <li>• Parents will be confident in knowing what is expected of their child.</li> <li>• EYPP packs will ensure that no child misses learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Children who have missed school will not fall behind their peers.</li> <li>• Children eligible for EYPP will continue to close the gap between them and their peers.</li> </ul>	<ul style="list-style-type: none"> <li>• A.Bond</li> </ul>

## 6. Monitoring

<b>School Lead</b>	A.Bond	<b>Link Governor</b>	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 (to be completed July 2020)

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

## 8. Summary Statement (to be completed July 2020)

<b>End of Year Summary Statement</b>