

**1. Review of expenditure for children in receipt of Early Years Pupil Premium September 2017 to July 2018**

<b>Previous Academic Year</b>	<b>2017-2018</b>	<b>Ronald Tree Nursery School</b>
<b>Number of Children on roll</b>	September 2017 to December 2017: 109 of which 79 potentially eligible for EYPP January 2018 to March 2018: 125 of which 99 potentially eligible for EYPP April 2018 to July 2018: 126 of which 103 potentially eligible for EYPP	
<b>Number of Children Eligible for EYPP funding</b>	September 2017 to December 2017: 27 (34% of those potentially eligible for EYPP) January 2018 to March 2018: 30 (30% of those potentially eligible for EYPP) March 2018 to July 2018: 35 (34% of those potentially eligible for EYPP)	

**Funding Received: £8700.45**

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Good or outstanding teaching by all practitioners to ensure all children maximise their attainment and make at least 2 steps progress in all strands of the EYFS	Staff training to address identified needs, performance management. Staff to share best practice & experience. Provision of high quality resources & activities. Whole session, circle time, small group and one to one teaching across a range of areas by dedicated staff.	Shared training with Gloucester Nursery school (Northampton) to look at staff interactions with children and share good practice.  At the start of the academic year 50% of children were below Age Related Expectations (ARE) in Speaking, compared to only 7% of children below ARE at the end of the academic year. At the start of the academic year 54% of children were below ARE in Shape, space and Measure compared to 1% at the end of the year. In Technology 47% of children were below ARE at the start of the academic year compared to none at the end of the year.	All children made good progress during the year. Areas which showed a lower level of attainment were, speaking, understanding and reading. Focus work was based around language skills and PSE. This focus needs to continue as these prime areas are the basis for the other areas of the EYFS.	£450

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>EYPP pupils to make the same or better progress than their peers in the core areas of the curriculum</p>	<p>1:1 &amp; small group work focussing on strands of EYFS</p>	<p>64% of children in receipt of EYPP made 3 or more steps progress. This is a lower figure than the previous year; this may be partially explained due to a change in the way eligibility was checked by the local authority. This information was not communicated in a timely fashion to the school. Eight children in receipt of EYPP had substantial additional needs. Two children in receipt of EYPP were particularly poor attenders attending less than 50% of their sessions. Four of the EYPP children were under social care.</p> <p>In <b>speaking</b> 70% of children in receipt of EYPP made 3 or more steps progress compared with 68% of the whole cohort.</p> <p>In <b>making relationships</b> 65% of children in receipt of EYPP made 3 or more steps progress compared to 64% of the cohort as a whole. 63% of children in receipt of EYPP made 3 steps progress or more in <b>Health and Self Care</b> compared to 60% of the cohort as a whole. Self-confidence strand was the one in which there was the largest gap between EYPP and cohort (EYPP 14% lower).</p>	<p>Children in receipt of EYPP made progress across the year broadly in comparison with their peers.</p> <p>In 5 of the 17 strands of the EYFS a higher percentage of children in receipt of EYPP achieved “expected progress” or better than the cohort as a whole.</p> <p>The percentage of the cohort eligible for EYPP was lower than the previous academic year whilst staffing resourcing remained broadly similar. However due to issues described above the focus of the funding remained unclear until late November.</p> <p>We will continue to focus funding on staffing hours for 1:1 and small group work.</p>	<p>1:1 staff costs £7,985</p>

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To improve self-confidence and social skills of EYPP children	Small group work	In making relationships 65% of children in receipt of EYPP made expected progress or better compared to 64% of the cohort as a whole.	More focussed work with an EYA has the greater impact on the children's outcomes.	See above
EYPP children to achieve the same level of attendance as their peers.	Engagement with parents/rewarding good attendance	Despite regular engagement with parents attendance by children in receipt of EYPP remained lower than the cohort as a whole. 64% of children with less than 75% attendance were in receipt of EYPP. 17% of those children with above 95% attendance were in receipt of EYPP.	Children with above 95% attendance were rewarded with certificates and a small gift. This served as an incentive and was well received by parents.	£65
Engage parents to encourage and support their children's learning.	Engagement with parents/Ideas of activities to do with children/books to read at home	Tapestry Learning Journey shares children's learning experiences with the home and enables parents to view and comment. Library books chosen by children on a weekly basis. Animal friends taken home on a regular basis and returned with feedback from home. "Stay and read" with your child session. Family visit to West Lodge before Christmas and to Wicksteed Park at the end of the academic year where parents were encouraged to come and share their child's learning experiences. Support to parents for toilet training including provision of suitable resources. Positive responses from parents to all activities. High attendance at all activities run during the normal session times. 42% of parents who commented on Tapestry were in receipt of EYPP.	To continue to try and engage parents in their children's learning to improve outcomes for their children. Activity sheets to be issued to parents with the monthly newsletter.	£200

## Ronald Tree Nursery School Early Years Pupil premium strategy statement

2. Summary information					
<b>School</b>	Ronald Tree Nursery School				
<b>Academic Year</b>	2018-2019	<b>Total EYPP budget</b>	11,500 - indicative	<b>Date of most recent EYPP Review</b>	Sept 2018
<b>Total no. of pupils</b>	105	<b>Number of pupils eligible for EYPP</b>	17+5 in Jan?	<b>Date for next internal review of this strategy</b>	January 2019
3. Current attainment					
			<i>Pupils eligible for EYPP</i>	<i>Pupils not eligible for EYPP</i>	
% achieving/expected or above the level for their age in prime areas			98%	98%	
% achieving/expected or above the level for their age in literacy			96%	99%	
% achieving/expected or above the level for their age in mathematics			96%	99%	
% making typical or better progress from their starting point in prime areas			62%	65%	
% making typical or better progress from their starting point in literacy			63%	66%	
% making typical or better progress from their starting point in maths			72%	75%	
4. Barriers to future attainment (for pupils eligible for PP, including high ability)					
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )					
<b>A.</b>	Individual barriers to learning identified on entry and interventions and support are put into place to enable children to access learning				
<b>B.</b>	Many children have poor communication skills on entry				
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )					
<b>C.</b>	A number of children eligible for EYPP have identified additional needs or are being monitored through SEND processes				
<b>D.</b>	A number of children have English as an Additional Language				
<b>E.</b>	Over half the children eligible for EYPP will only access 3 terms of Nursery Education				
<b>F.</b>	Historically children eligible for EYPP have had poor attendance				
<b>G.</b>	A number of children eligible for EYPP are looked after or have involvement from social care				
5. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
<b>A.</b>	Improve communication skills for children eligible for EYPP for transition to Reception			100% to Achieve Age Related Expectations on transition	
<b>B.</b>	Improve literacy skills for children eligible for EYPP for transition to Reception			100% to Achieve Age Related Expectations on transition	
<b>C.</b>	Improve mathematical skills for children eligible for EYPP for transition to Reception			100% to Achieve Age Related Expectations on transition	
<b>D.</b>	Improve self-confidence and PSE for children eligible for EYPP for transition to Reception			100% to Achieve Age Related Expectations on transition	

<b>6. Planned expenditure</b>					
<b>Academic year</b>		<b>2018-2019</b>			
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Deliver quality teaching to all EYPP children to ensure children maximise their attainment and learning, providing sufficient challenge to accelerate learning across the prime areas of learning.	Employ additional member of staff to maintain lower than required ratios to facilitate 1:1 and small group interventions. Staff to share best practice & experience. Provision of high quality resources & activities. Whole session, circle time, small group and one to one teaching across a range of areas by dedicated staff.	Invest EYPP money to create longer term change which will help all children. Small group interventions have been shown to be effective.	Identified staff deliver interventions. Children's progress monitored through regular assessments. Monitoring by SMT. Key workers to set next steps for children.	Head Teacher and teacher	January 2019
<b>Total budgeted cost</b>					£9,900
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To improve communication skills of EYPP children	More focussed and small group work with dedicated member of staff.	This is an area which showed a big gap between EYPP children and the cohort as a whole in 2017-2018.	More focussed work with an EYA has the greater impact on the children's outcomes. Circle time will increase opportunities to express themselves. Monitoring by SMT. Key workers to set next steps for children.	Head teacher & teacher	July 2019

To improve literacy skills of EYPP children	More focussed and small group work with dedicated member of staff.	This is an area where EYPP children were achieving less well than their peers in 2017-2018.	More focussed work with an EYA has the greater impact on the children's outcomes. Story time will increase children's literacy skills. Monitoring by SMT. Key workers to set next steps for children.	Head teacher & teacher	July 2019
To improve number skills of EYPP children	More focussed and small group work with dedicated member of staff.	This is an area where EYPP children were achieving less well than their peers in 2017-2018.	More focussed work with an EYA has the greater impact on the children's outcomes. Monitoring by SMT. Key workers to set next steps for children.	Head teacher & teacher	July 2019
To improve self-confidence and social skills of EYPP children	More focussed and small group work with dedicated member of staff.	This is the area which showed the biggest gap between EYPP children and the cohort as a whole in 2017-2018.	More focussed work with an EYA has the greater impact on the children's outcomes. Circle time will increase children's self-confidence. Monitoring by SMT. Key workers to set next steps for children.	Head teacher & teacher	July 2019
<b>Total budgeted cost</b>					See above
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
EYPP children to achieve the same level of attendance as their peers.	Engagement with parents/rewarding good attendance	Historically children eligible for EYPP have been poor attenders.	Monitor attendance and encourage parents to bring children regularly. Reward good attendance each term.	School Business Manager	July 2019
Encourage parents to support their children's learning and development.	Engagement with parents, family learning sheets, sessions for parents, library books sent home weekly, Tapestry learning journal, support for toilet training and not using dummies.	Many of the parents are young and need support with their parenting skills and how to interact with their children.	Monitor parent engagement with Tapestry and support parents in accessing it. Monitor children still in nappies and using dummies.	Head Teacher and School Business Manager	July 2019
<b>Total budgeted cost</b>					£400