

1. Review of expenditure for children in receipt of Early Years Pupil Premium September 2018 to July 2019

Previous Academic Year	2018-2019	Ronald Tree Nursery School
Number of Children on roll	September 2018 to December 2018: 105 of which 66 potentially eligible for EYPP January 2019 to March 2019: 105 of which 87 potentially eligible for EYPP April 2019 to July 2019: 116 of which 94 potentially eligible for EYPP	
Number of Children Eligible for EYPP funding	September 2018 to December 2018: 17 (26% of those potentially eligible for EYPP) January 2019 to March 2019: 27 (31% of those potentially eligible for EYPP) March 2019 to July 2019: 35 (37% of those potentially eligible for EYPP)	

Funding Received: £8333.12

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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.	At the start of the academic year 50% of children were below Age Related Expectations (ARE) in the prime areas, compared to only 4% of children below ARE at the end of the academic year. At the start of the academic year 51% of children were below ARE in the remaining areas compared to 3% 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 numbers. Focus work was based around language skills. This focus needs to continue as this prime area is the basis for all the other areas of the EYFS.	£9697

ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To improve communication skills of EYPP children	More focussed and small group work with dedicated member of staff.	<p>59% of children in receipt of EYPP made 3 or more steps progress in communication skills. This is a lower figure than the previous year. Nine children in receipt of EYPP had additional needs (2 substantial with high needs funding). Three children in receipt of EYPP were particularly poor attenders attending less than 60% of their sessions. Nine of the EYPP children were under social care and three were looked after.</p> <p>In speaking 88% of children in receipt of EYPP made achieved aged related expectations, compared with 91% of the cohort as a whole. In Listening and Attention 94% of children in receipt of EYPP achieved at age related expectation compared with 97% of the cohort as a whole. In both these cases the 'gap' represents one child who was in receipt of high needs funding; if this child is discounted, then the children in receipt of EYPP have achieved at exactly the same level as their peers.</p>	<p>Children in receipt of EYPP made progress across the year broadly in comparison with their peers.</p> <p>The 'gap' between the children in receipt of EYPP and their peers is represented in almost all areas by one child with severe additional needs.</p> <p>Despite decreasing financial resources we will continue to focus funding on staffing hours for 1:1 and small group work to support these very vulnerable children.</p>	See above

iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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.	At the end of the year 94% of children in receipt of EYPP were achieving at age related expectations compared with 97% of the cohort. As explained above this 'gap' is represented by one child with additional needs and in receipt of high needs funding.	By focussing on this area these children made broadly the same progress as their peers. The 'gap' between the children in receipt of EYPP and their peers is represented in almost all areas by one child with severe additional needs.	See above
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.	At the end of the year 94% of children in receipt of EYPP were achieving at age related expectations compared with 94% of the cohort. Therefore the children in receipt of EYPP were achieving at exactly the same rate.	By focussing on this area these children made exactly the same progress as their peers.	See above
To improve self-confidence and social 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.	In making relationships 65% of children in receipt of EYPP made expected progress or better compared to 58% of the cohort as a whole. Therefore the children in receipt of EYPP made significantly better progress than their peers.	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. Historically children eligible for EYPP have been poor attenders.	50% of children in receipt of EYPP had more than 85% attendance (overall attendance for the school). Three children (9%) in receipt of EYPP had less than 60% attendance.	Attendance is monitored daily, with follow up phone calls to support regular attendance. Unfortunately attendance at nursery school is non-statutory, and some parents do not see the importance of regular attendance and how this links to their child's development.	See above

<p>Engage parents to encourage and support their children's learning.</p>	<p>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.</p>	<p>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. 100% of parents of children in receipt of EYPP said they would recommend the nursery to other parents. End of year parental questionnaire comments included: "thank you to everyone involved with my child. Not only have they supported and cared for my child but they have for me too, so thank you." And "I have excellent views on your nursery! My child has really flourished and is so confident now! Thank you for all your hard work and reassurance."</p>	<p>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.</p>	<p>See above</p>
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Ronald Tree Nursery School Early Years Pupil premium strategy statement September 2019

2. Summary information					
School	Ronald Tree Nursery School				
Academic Year	2019-2020	Total EYPP budget	£8367 - indicative	Date of most recent EYPP Review	Sept 2019
Total no. of pupils	107	Number of pupils eligible for EYPP	23+5 in Jan + 5 in Apr	Date for next internal review of this strategy	January 2020
3. Current attainment July 2019					
			<i>Pupils eligible for EYPP</i>		<i>Whole Cohort</i>
% achieving/expected or above the level for their age in prime areas			94%		97%
% achieving/expected or above the level for their age in literacy			94%		97%
% achieving/expected or above the level for their age in mathematics			94%		94%
% making typical or better progress from their starting point in prime areas			53%		58%
% making typical or better progress from their starting point in literacy			45%		51%
% making typical or better progress from their starting point in maths			48%		57%
4. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)					
A.	Individual barriers to learning identified on entry and interventions and support are put into place to enable children to access learning				
B.	Many children have poor communication skills on entry				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
C.	A number of children eligible for EYPP have identified additional needs or are being monitored through SEND processes				
D.	A number of children have English as an Additional Language				
E.	Historically children eligible for EYPP have had poor attendance				
F.	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>	
A.	Improve communication skills for children eligible for EYPP for transition to Reception			90% to Achieve Age Related Expectations on transition	
B.	Improve literacy skills for children eligible for EYPP for transition to Reception			90% to Achieve Age Related Expectations on transition	
C.	Improve mathematical skills for children eligible for EYPP for transition to Reception			90% to Achieve Age Related Expectations on transition	
D.	Improve self-confidence and PSE for children eligible for EYPP for transition to Reception			90% to Achieve Age Related Expectations on transition	

6. Planned expenditure					
Academic year		2019-2020			
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.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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	SMT January 2020
Total budgeted cost					£8,312
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve communication skills of EYPP children	More focussed and small group work with dedicated member of staff.	Speaking and understanding are the areas which showed the biggest gaps between EYPP children and the cohort as a whole in 2018-2019.	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 2020

To improve creative skills of EYPP children	More focussed and small group work with dedicated member of staff.	Being imaginative was an area where EYPP children were achieving less well than their peers in 2018-2019.	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 2020
To improve mathematical skills of EYPP children	More focussed and small group work with dedicated member of staff.	Shape and space is an area where EYPP children were achieving less well than their peers in 2018-2019.	More focussed work with an adult has the greater impact on the children's outcomes. Monitoring by SMT. Key workers to set next steps for children.	Head teacher & teacher	July 2020
To improve self-confidence and social skills of EYPP children	More focussed and small group work with dedicated member of staff.	Managing feelings is an area where there was an identifiable gap between EYPP children and the cohort as a whole in 2018-2019.	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 2020
Total budgeted cost					See above
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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 2020
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 2020
Total budgeted cost					See above