

1. Review of expenditure for children in receipt of Early Years Pupil Premium September 2019 to July 2020

Previous Academic Year	2019-2020	Ronald Tree Nursery School
Number of Children on roll	September 2019 to December 2019: 107 of which 74 potentially eligible for EYPP January 2020 to March 2020: 117 of which 74 potentially eligible for EYPP April 2020 to July 2020: 121 of which 94 potentially eligible for EYPP	
Number of Children Eligible for EYPP funding	September 2019 to December 2019: 23 (31% of those potentially eligible for EYPP) January 2019 to March 2019: 23 (31% of those potentially eligible for EYPP) March 2019 to July 2019: 23 (37% of those potentially eligible for EYPP)	

Funding Received: £7849.57

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.	The academic year was adversely affected by the Covid 19 situation and the general closure of schools from 23 March to the partial re-opening on 1 June. Parents were encouraged to support their children at home with activities provided by the school but with varying degrees of uptake. At the start of the academic year 56% of children were below Age Related Expectations (ARE) in the prime areas, compared to only 5% of children below ARE at the end of the spring term. For children in receipt of EYPP only 3% of children were below ARE at the end of the spring term. At the start of the academic year 62% of children were below ARE in the remaining areas compared to 4% at the end of the spring term. For children in receipt of EYPP 0.5% were below ARE in the remaining areas.	All children made good progress during the year up until the end of the spring term when formal assessment ceased. Areas which showed a lower level of attainment were, speaking, and managing feelings and relationships. Focus work was based around language skills and personal and social skills. This focus needs to continue as this prime area is the basis for all the other areas of the EYFS.	£9042

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
<p>To improve communication skills of EYPP children</p>	<p>More focussed and small group work with dedicated member of staff. Differentiated group times introduced to do more focussed work with those children.</p>	<p>53% of children in receipt of EYPP made 2 steps progress and 30% had made 3 or more steps progress in communication skills up to the end of the spring term. Ten children in receipt of EYPP had additional needs (one with high needs funding). Five children in receipt of EYPP were poor attenders. Five of the EYPP children were under social care and two were looked after.</p> <p>In speaking 96% of children in receipt of EYPP achieved aged related expectations, compared with 86% of the cohort as a whole by the end of the spring term.</p> <p>In Listening and Attention 100% of children in receipt of EYPP achieved at age related expectation compared with 97% of the cohort as a whole by the end of the spring term.</p>	<p>Children in receipt of EYPP made progress across the year broadly in comparison or better than their peers.</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>	<p>See above</p>

<p>To improve creative skills of EYPP children</p>	<p>More focussed and small group work with dedicated member of staff.</p>	<p>60% of children in receipt of EYPP made 2 steps progress and 14% had made 3 or more steps progress in creative skills up to the end of the spring term. Ten children in receipt of EYPP had additional needs (one with high needs funding). Five children in receipt of EYPP were poor attenders. Five of the EYPP children were under social care and two were looked after.</p> <p>In exploring and using media 100% of children in receipt of EYPP achieved aged related expectations, compared with 97% of the cohort as a whole by the end of the spring term.</p> <p>In Being Imaginative 100% of children in receipt of EYPP achieved at age related expectation compared with 97% of the cohort as a whole by the end of the spring term.</p>	<p>Children in receipt of EYPP made progress across the year broadly in comparison or better than their peers.</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>	
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<p>To improve mathematical skills of EYPP children</p>	<p>More focussed and small group work with dedicated member of staff.</p>	<p>59% of children in receipt of EYPP made 2 steps progress and 27% had made 3 or more steps progress in mathematical skills up to the end of the spring term. Ten children in receipt of EYPP had additional needs (one with high needs funding). Five children in receipt of EYPP were poor attenders. Five of the EYPP children were under social care and two were looked after.</p> <p>In number 96% of children in receipt of EYPP achieved aged related expectations, compared with 94% of the cohort as a whole by the end of the spring term.</p> <p>In shape and space 100% of children in receipt of EYPP achieved at age related expectation compared with 94% of the cohort as a whole by the end of the spring term.</p>	<p>Children in receipt of EYPP made progress across the year broadly in comparison or better than their peers.</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>	
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<p>To improve self-confidence and social skills of EYPP children</p>	<p>More focussed and small group work with dedicated member of staff.</p>	<p>56% of children in receipt of EYPP made 2 steps progress and 15% had made 3 or more steps progress in social skills up to the end of the spring term. Ten children in receipt of EYPP had additional needs (one with high needs funding). Five children in receipt of EYPP were poor attenders. Five of the EYPP children were under social care and two were looked after.</p> <p>In self-confidence 100% of children in receipt of EYPP achieved aged related expectations, compared with 97% of the cohort as a whole by the end of the spring term.</p>	<p>Children in receipt of EYPP made progress across the year broadly in comparison or better than their peers.</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>	
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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
EYPP children to achieve the same level of attendance as their peers.	Engagement with parents/rewarding good attendance	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
Engage parents to encourage and support their children's learning.	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.	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. Engagement with parents remained a high priority throughout the year and became essential during the Covid 19 lockdown. Tapestry was used as the platform through which we offered learning and development opportunities to the children at home. We targeted parents who were not using Tapestry to promote engagement and ensure that their children did not fall behind.	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.	See above