

Ronald Tree Nursery School Early Years Pupil premium strategy statement September 2020

1. Summary information					
School	Ronald Tree Nursery School				
Academic Year	2020-2021	Total EYPP budget	£8000 - indicative	Date of most recent EYPP Review	Sept 2020
Total no. of pupils	105	Number of pupils eligible for EYPP	20+5 in Jan + 5 in Apr	Date for next internal review of this strategy	January 2021
2. Attainment Dec 2020					
			<i>Pupils eligible for EYPP</i>		<i>Whole N2 Cohort</i>
% achieving/expected or above the level for their age in prime areas (average across all 8 strands)			41%		56%
% achieving/expected or above the level for their age in literacy (average across 2 strands)			15%		33%
% achieving/expected or above the level for their age in mathematics (average across 2 strands)			7.5%		15%
% making typical or better progress from their starting point in prime areas (average across all 8 strands)			83%		69%
% making typical or better progress from their starting point in literacy (average across 2 strands)			83%		66.5%
% making typical or better progress from their starting point in maths (average across 2 strands)			80.5%		73%
3. 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.	Some of the EYPP pupils fall into other vulnerable groups such as social care/SEND and need further support				
B.	Poor communication skills on entry – focus on C&L initially – before moving to Literacy and Maths				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
C.	A number of children eligible for EYPP are looked after or have involvement from social care				
D.	A number of children eligible for EYPP have identified additional needs or are being monitored through SEND processes				
E.	Attendance this academic has been greatly affected by COVID – for example the Nursery was closed for 2 weeks in Dec. In Lockdown 5, only 5 parents chose to send their child to Nursery				
4. 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	75% to Achieve Age Related Expectations on transition
B.	Improve literacy skills for children eligible for EYPP for transition to Reception	60% to Achieve Age Related Expectations on transition
C.	Improve mathematical skills for children eligible for EYPP for transition to Reception	60% to Achieve Age Related Expectations on transition
D.	Improve self-confidence and PSE for children eligible for EYPP for transition to Reception	75% to Achieve Age Related Expectations on transition

5. Planned expenditure

Academic year

2020-2021

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 more interactions. 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 through observation.	Head Teacher and teacher	SMT Spring 2 2021
Total budgeted cost					£8,000

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?
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To improve communication skills of EYPP children	More focussed and small group work with dedicated member of staff.	Speaking and Listening and Attention are areas which show a big gap between EYPP children and the cohort as a whole in Dec 2020 L&A -15% S -13%	More focussed work with an EYA. Circle time will increase opportunities to express themselves. Monitoring by SMT. Key workers set next steps for children through observation	Head teacher & teacher	Spring 2 2021
To improve PSE skills of EYPP children	More focussed and small group work, where possible with dedicated member of staff.	Managing feelings is an area where there was an the biggest gap between EYPP children and the cohort as a whole in Dec 2020 MF&B -22%	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	Spring 2 2021

In light of the ongoing COVID 19 situation, we have decided to focus on the Prime Areas of PSE and C&L.
Pupils missed x 2 weeks of the Autumn 2 Term and are currently not all attending for the Spring 1 term during Lockdown 3.

Total budgeted cost	See above
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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 – monitor use of home learning	Historically children eligible for EYPP have been poor attenders.	Monitor attendance and encourage parents to bring children regularly or engage with home learning.	School Business Manager/ Teacher	Spring 2 2021
Encourage parents to support their children's learning and development.	Engagement with parents, Tapestry learning journal, facebook posts support for toilet training and not using dummies. Weekly phone calls to families	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 Teacher	Spring 2 2021
Total budgeted cost					See above