

Ronald Tree Nursery School - Review of expenditure for children in receipt of Early Years Pupil Premium September 2020 to July 2021

Previous Academic Year	2020-2021	Ronald Tree Nursery School
Number of Children on roll	September 2020 to December 2020: 95 of which 62 potentially eligible for EYPP January 2021 to March 2021: 105 of which 65 potentially eligible for EYPP April 2021 to July 2021: 114 of which 65 potentially eligible for EYPP	
Number of Children Eligible for EYPP funding	September 2020 to December 2020: 5 (8% of those potentially eligible for EYPP) January 2019 to March 2019: 19 (19% of those potentially eligible for EYPP) April 2021 to July 2021: 29 (45% of those potentially eligible for EYPP)	

Funding Received: £5982.11

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.	Data for this academic year was not as meaningful as previous years due to the impact of COVID measures. While we stayed open throughout national lockdowns, pupil attendance varied. Staff identified their EYPP pupils and offered additional support where possible, but changing 'bubbles', pupil absence, staff absence and pupil well-being, meant that consistent 'set' interventions did not happen as regularly as planned. N2 data shows that at the end of the year, EYPP pupils were working below their peers in PSE and Phys development, but in line with their peers in Communication and Language	While all children made progress, this was a unique year in which to track the cohort as a whole. We will move our teaching and assessment to be in line with the new EYFS and take a more individualised approach to tracking progress and attainment this academic year. EYPP pupils will have their key worker plus one, extra member of staff to support them in a specific group time next academic year.	£8595 (EYPP allocation £5982)

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.	See above for the impact of Covid on our provision. N2 data shows: At the end of the year, 47% of pupils were at expected levels in Communication and Language as compared to 46% of their peers	See above	See above
To improve PSE skills of EYPP children	More focussed and small group work, where possible with dedicated member of staff.	See above for impact of Covid on our provision N2 data shows: At the end of the year, 53% of EYPP pupils were at age related expectations in PSE as compared to 66% of the whole cohort	See above	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
EYPP children to achieve the same level of attendance as their peers.	Engagement with parents – monitor use of home learning.	Attendance for all children was impacted by Covid regulations in this academic year but the school remained open to all pupils throughout the two national lockdowns. EYPP pupils attended for 89.55% as compared to 92.46% for the cohort as a whole. Key workers made regular phone calls to none attending families and home learning was provided via Tapestry.	Attendance is monitored daily, with follow up phone calls to support regular attendance. Unfortunately attendance at nursery school is non-statutory, and some parents, with school aged children chose to keep their younger children at home during the national lockdowns.	See above
Engage parents to encourage and support their children's learning.	Engagement with parents, Tapestry learning journal, Facebook posts, support for toilet training and not using dummies. Regular phone calls by Key workers to families during national lockdowns. Doorstep visits to some families who had difficulty engaging with online learning to provide work packs and ensure well being.	Our usual links with families were restricted as a result of the measures in place due to the Covid 19 pandemic. All staff worked hard to retain open lines of communication with all families at all times. Nursery remained open and accessible to everyone throughout the national lockdowns. During an enforced school closure due to isolating staff, staff continued to contact and work with our families and children remotely.	To increase staff capacity to work outside of school through the provision of improved IT resources and skills.	£2160 (new encrypted ipads and laptop)