

# Ronald Tree Nursery School Early Years Pupil Premium Strategy Statement September 2021

1. Summary information					
<b>School</b>	Ronald Tree Nursery School				
<b>Academic Year</b>	2021-2022	<b>Total EYPP budget</b>	£6628- indicative	<b>Date of most recent EYPP Review</b>	Sept 2021
<b>Total no. of pupils</b>	92	<b>Number of pupils eligible for EYPP</b>	23 in September 2021	<b>Date for next internal review of this strategy</b>	March 2022
2. Baseline attainment Autumn 2021 – N2					
			<i>Pupils eligible for EYPP</i>		<i>Whole Cohort</i>
% achieving expected level for their age in Personal, Social & Emotional			26%		23%
% achieving expected level for their age in Communication & Language			47%		37%
% achieving expected level for their age in Literacy			52%		39%
% achieving expected level for their age in Maths			26%		31%
3. 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>	Some of the EYPP pupils fall into other vulnerable groups such as SEND and need further support				
<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 are looked after or have involvement from social care.				
<b>D.</b>	A number of children have English as an Additional Language				
<b>E.</b>	Historically children eligible for EYPP have had poor attendance				
<b>F.</b>	Some EYPP families are reluctant to engage in their child's learning and may have low educational aspirations				
4. 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			Data shows the majority of EYPP pupils to have made expected or better progress from their baseline assessment: a higher % of those reaching the expected level by the end of the academic year	
<b>B.</b>	Improve self-confidence and PSE for children eligible for EYPP for transition to Reception			Data shows the majority of EYPP pupils to have made expected or better progress from their baseline assessment: a higher % of those reaching the expected level by the end of the academic year	

<b>C.</b>	Improve literacy skills for children eligible for EYPP for transition to Reception	Data shows the majority of EYPP pupils to have made expected or better progress from their baseline assessment: a higher % of those reaching the expected level by the end of the academic year
<b>D.</b>	Improve mathematical skills for children eligible for EYPP for transition to Reception	Data shows the majority of EYPP pupils to have made expected or better progress from their baseline assessment: a higher % of those reaching the expected level by the end of the academic year

### 5. Planned expenditure

<b>Academic year</b>	<b>2021-2022</b>
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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

<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.	Keyworkers will identify their EYPP pupils, track their progress and offer additional support where needed.	New EYFS requires a more individual approach to learning and progress. Ronald Tree has adopted 'Planning in the Moment' to move children's learning forward.	'Focus Child' observations will be completed at least three times a year. Data snapshots will further identify pupils and areas of provision that need extra input and support.	Head Teacher and teacher	SMT March and June 2022
<b>Total budgeted cost</b>					£1000 staff training

#### ii. Targeted support

<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 key workers. Engaging with parents for 'Focused Child' observations.	Pupils need to be able to understand and communicate effectively before they make progress in any area of learning. Historically baseline data for communication skills for EYPP children shows low attainment.	Clear focussed work with a key worker. Individual learning journeys kept for pupils. Monitoring by SMT. Key workers 'planning in the moment' for each child.	Head teacher & teacher	March and June 2022

To improve self-confidence and social skills of EYPP children	Introduction of Ronald Tree Rangers: forest school skills for EYPP pupils	Practical outdoor activities in a small group to build self-esteem, relationship skills and self-regulation. Parents invited to some sessions to help develop parental engagement. Historically baseline data shows low level of attainment in these areas of learning for EYPP pupils.	Experienced member of staff to run Ronald Tree Rangers and share experiences on Tapestry.	SMT	March and June 2022
To improve literacy and mathematical skills of EYPP children	More focussed and small group work with key workers. Engaging with parents for 'Focused Child' observations.	To narrow the gap between EYPP pupils and their peers before starting in Reception. Historically baseline data shows low level of attainment in these areas of learning for EYPP pupils.	'Focus Child' observations will be completed at least three times a year. Data snapshots will further identify pupils and areas of provision that need extra input and support.	Head teacher & teacher	March and June 2022
<b>Total budgeted cost</b>					£4128 percentage of EYA salary £1000 resources
<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	December 2021 and March and July 2022
Encourage parents to support their children's learning and development.	Engagement with parents, family learning sheets, sessions for parents, Tapestry learning journal, support for toilet training and stopping the use dummies.	Many of the parents are young and need support with their parenting skills and support on 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	December 2021 and March and July 2022
<b>Total budgeted cost</b>					£500 for rewards and toileting books