

Ronald Tree Nursery School Early Years Pupil premium strategy statement September 2024

1. Summary information					
School	Ronald Tree Nursery School				
Academic Year	2024-2025	Total EYPP budget	£17,888 (estimate)	Date of most recent EYPP Review	July 2024
Total no. of pupils	100	Number of pupils eligible for EYPP	(estimate) 40 pupils in Sept (ages 2-4)	Date for next internal review of this strategy	January 2025
2. Attainment July 2024					
			<i>Pupils eligible for EYPP (without SEND)</i>		<i>Whole N2 Cohort (without SEND)</i>
% of nursery leavers achieving expected level for their age in Personal, Social & Emotional Development			59%		74%
% of nursery leavers achieving expected level for their age in Communication & Language			71%		74%
% of nursery leavers achieving expected level for their age in Physical Development			82%		92%
% of nursery leavers achieving expected level for their age in Literacy			88%		86%
% of nursery leavers achieving expected level for their age in Maths			74%		80%
3. Possible 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 EAL/SEND and need further support				
B.	Low levels of expressive language can be displayed in these pupils				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
C.	Some children eligible for EYPP are looked after or have involvement from social care				
D.	Some EYPP pupils may have poor attendance				
E.	Some parents of EYPP pupils may need support to understand the EY curriculum				
4. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
A.	Deliver quality teaching to all EYPP children to ensure children feel happy and secure at school and maximise their learning potential			Focus child reports show the majority of EYPP pupils to have made expected or better progress from their baseline assessment and have good levels of well-being.	

		Levels of attainment in the PSE strand rise significantly from baseline
B.	To improve communication skills of EYPP children; developing both expressive and receptive language skills	School assessment procedures show support for those pupils with communication concerns. Levels of attainment in the C&L strand rise significantly from baseline
C.	To improve Maths and Literacy skills of EYPP children	School assessment procedures show support for those pupils with low attainment in Maths and Literacy Levels of attainment in the Maths & Literacy strands rise significantly from baseline
D.	To ensure children have rich, varied experiences at school and in our community.	Timetable of experiences planned over the school year. Evidence of experiences shared on Tapestry and in scrapbooks
E.	Support parents to understand and extend their children's learning and development.	Timetable of parent engagement opportunities planned over the school year. Parents engage with Tapestry/Reach more parents and attend school events and consultations

5. Planned expenditure

Academic year

2024-2025

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 feel happy and secure at school and maximise their learning potential	Keyworkers will identify their EYPP pupils, track their progress and offer additional support where needed. Employ extra member of staff to cover non-contact time to support this	Children need high levels of well-being and feel secure to enable learning to take place.	'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 2024
To improve communication skills of EYPP children	Communication friendly spaces to encourage both receptive and expressive language development. WellComm assessment tool for those pupils with expressive or receptive language concerns	Access to the wider curriculum, throughout a child's school days floats on a sea of language skills. Children at Ronald Tree arrive with low levels of speech and language. We support them to make good progress in their time with us.	Monitoring of language assessments and data snapshots alongside focus child and staff observations	Head teacher & teacher	SMT Dec 24 March and June 2025

	Qualified teacher to work on language targets for those that require additional support				
To improve Maths and Literacy skills of EYPP children	Maths & Literacy subject champion to raise the profile of Maths opportunities in provision Key workers to maintain ongoing assessment, identify gaps and address with indiv children Employ a staff member to cover rota for champions' non-contact time	Historic data shows a trend in lower % of pupils reaching expected levels than other areas of development. Maths & Lit require knowledgeable input that may need to be shared with families	Monitoring of ldata snapshots alongside focus child and staff observations Planning shows progression in Maths & Lit linked to ongoing assessment A higher % than baseline of those reaching the expected level by the end of the academic year	Head teacher & teacher	SMT March and June 2025
Total budgeted cost					£ cover for champion time – 1 session a week £1,344
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 ensure children have rich, varied experiences at school and in our community.	Bring visitors and experiences into school – such as storytellers, hatching eggs etc Create clubs for EYPP pupils such as cooking/art/music Take pupils out to the green patch, the library and shops etc	These life experiences will increase the cultural capital of those pupils who may not otherwise have these opportunities. They will be run in small, 'family style' groups to develop interaction and engagement.	Tapestry observations, school scrapbook and website will share these events and pupils' involvement shared with families	Head Teacher and FSW	SMT January and June 2025 Green patch cover £1,344 Ducking eggs £285 Farm trip £200
Total budgeted cost					£1,829
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?
Support parents to understand and extend their children's	FSW to work alongside community workers eg Adult learning/family hubs to lead	Many of the parents are young and need support with their parenting skills	Audit of need completed by FSW Timetable of parent events	Head Teacher and FSW	SMT January and June 2025

<p>learning and development.</p>	<p>open and targeted parent sessions in supporting their child.. Nursery to hold termly parent stay and plays in different areas of the EY curriculum, suggesting learning activities and modelling interactions. Work with indiv parents to support</p>	<p>and support on how to interact with their children. Parent questionnaires and discussion showed parents were unsure of our curriculum and developmental milestones for children</p>	<p>Parental feedback through tapestry observations, surveys and dialogue</p>		
Total budgeted cost					<p>£ 0.6 FSW role annual salary £18,481</p>