



Tudhoe Moor Nursery School Early Years Pupil Premium strategy statement 2020-21

1. Summary Information

Academic Year	2020-21	Date of implementation	Sept 2020
Amount of EYPP per child per hour	53p	Date of review	July 2021
	Autumn	Spring	Summer
Total number of children	42	57	61
Number of children eligible for EYPP	10	12	14
Total of EYPP per term	£1113	£1049.40	£1446.90
Total budget for EYPP	£3609.30		

2. Baseline Attainment- Rationale for spending

	Children eligible for EYPP	Children not eligible for EYPP
% achieving expected standards or above in PSED	20%	29%
% achieving expected standards or above in C&L	20%	34.5%
% achieving expected standards or above in Mathematics	10%	30%

3. Barriers to future attainment for children eligible for Early Years Pupil Premium

In-School Barriers	
A	Children enter with communication skills that are developmentally lower than expected
B	Life experiences are limited
C	Curriculum areas identified upon entry (e.g. social interactions, speech)
External Barriers	
D	Engaging parents to play with their children
E	Poor attendance due to Covid-19 pandemic

4. Outcomes

Desired outcomes and how they will be measured		Success criteria
A	Improve communication skills	More children meeting age related expectations or better by the end of the academic year.
B	Widening life experiences for the children	A broader range of experiences for the children impacting upon narrowing gaps between EYPP and non EYPP on exit.
C	The gap between EYPP and non EYPP will be reduced	Children to make accelerated progress by the end of the year, meeting age related expectations or better.
D	Parents to be more involved in their children's learning	Increase in confidence for the child and parent. Greater understanding of behaviours.
E	Access to learning opportunities for all children even if they are unable to attend in person	Children to continue to make progress if they are unable to attend nursery.

5. Planned Expenditure

Desired outcome	Action	Rationale	Impact	Staff
A - Improve Communication skills	<ul style="list-style-type: none"> Develop staff skills in improving children's language skills, through direct teaching and child initiated learning, to support all children. Targeted intervention in small groups for those who need more than quality first teaching. 	<ul style="list-style-type: none"> Whole school awareness of how and when to extend vocabulary and understanding. Further develop staff confidence with supporting S&L. 	<ul style="list-style-type: none"> Improved outcomes for children. Children eligible for EYPP to make rapid progress. 	<ul style="list-style-type: none"> All key workers A.Paley
B - Widening life experiences for the children	<ul style="list-style-type: none"> Cultural enrichment experiences. Visits within the local community. 	<ul style="list-style-type: none"> By providing hands on experiences, enabling specific visits and offering real life opportunities the children will have more experiences to draw upon when communicating and gain an increased confidence. 	<ul style="list-style-type: none"> Broader life experiences. Improved outcomes. Well-being and involvement levels improved for children. 	<ul style="list-style-type: none"> SLT Key workers

<p>C – Specific curriculum areas gap narrowed between EYPP and Non EYPP</p>	<ul style="list-style-type: none"> • Staff training to develop a 'Maths mastery' approach to support children's learning. • Develop staff's knowledge of pre-phonics skills to develop listening and attention skills. • Targeted intervention in small groups for those who need more than quality first teaching. 	<ul style="list-style-type: none"> • 'Maths mastery' will ensure a consistent approach. • Pre-phonics will close the gap and offer a bridge for children to catch up to their peers. • Targeted intervention will be unique for each child and build on what they can do. 	<ul style="list-style-type: none"> • Improved outcomes for children. • Children eligible for EYPP to make rapid progress. 	<ul style="list-style-type: none"> • All key workers • A.Bond • N.Dunn
<p>D – Increase Parental Involvement in play and learning</p>	<ul style="list-style-type: none"> • Tapestry. • Bedtime Stories online. • Bucket list for home. • Home learning activities half termly. 	<ul style="list-style-type: none"> • Improved relationships with parents. • Develop parents' skills in interacting with children. • Increase parental interactions with children in the home. 	<ul style="list-style-type: none"> • Staff can accurately support, give advice and sign post parents for help if needed. • Parents have a greater understanding of how they can support their child's learning. 	<ul style="list-style-type: none"> • SLT • Key workers
<p>E – Access to learning opportunities for all children even if they are unable to attend in person.</p>	<ul style="list-style-type: none"> • Home learning suggestions online (simple activities that can be accessed with minimal resources). • Contact with all EYPP children who are self-isolating, parents signposted to suggested activities and offered any advice sought. • Home learning packs available for EYPP children who may require additional resources. 	<ul style="list-style-type: none"> • Children to continue to make progress if they are unable to attend nursery. • Parents will be confident in knowing what is expected of their child. • EYPP packs will ensure that no child misses learning opportunities. 	<ul style="list-style-type: none"> • Children who have missed school will not fall behind their peers. • Children eligible for EYPP will continue to close the gap between them and their peers. 	<ul style="list-style-type: none"> • A.Bond

6. Monitoring

School Lead	A.Bond	Link Governor	K.Snowdon
How will EYPP be monitored?	<ul style="list-style-type: none"> • Termly meetings between school lead and link governor • Data analysis • Planning scrutiny between school lead and key workers • Lesson observations • Learning journals • Parent feedback • Parent questionnaires 		

7. End of Year Attainment and Progress

Attainment	Children eligible for EYPP	Children not eligible for EYPP
% achieving expected standards or above in PSED	67%	81%
% achieving expected standards or above in C&L	67%	87%
% achieving expected standards or above in Mathematics	67%	81%
Attainment	Children eligible for EYPP	Children not eligible for EYPP
% achieving at least good progress in PSED	100%	96%
% achieving at least good progress in C&L	100%	100%
% achieving at least good progress in Mathematics	100%	100%

8. Summary Statement (to be completed July 2021)

End of Year Summary Statement
<p>This has been another challenging year for all of our pupils with the disruptions caused by Covid-19. We have sought to provide home learning opportunities that are accessible for all irrespective of resources available to home. Attendance has dropped for many pupils in the summer term this has been due to the number of children and families isolating. Regardless of this, our EYPP children have made excellent progress in all areas of learning.</p>