

## Tudhoe Moor Nursery School Early Years Pupil Premium strategy statement 2021-22

### 1. Summary Information

<b>Academic Year</b>	2021-22	<b>Date of implementation</b>	Sept 2021
<b>Amount of EYPP per child per hour</b>	53p	<b>Date of review</b>	July 2022
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Total number of children</b>	45	55	62
<b>Number of children eligible for EYPP</b>	13	14	14
<b>Total of EYPP per term</b>	£1388.07	£1224.30	£1638
<b>Total budget for EYPP</b>	£4250.37		

### 2. Baseline Attainment- Rationale for spending

	<b>Children eligible for EYPP</b>	<b>Children not eligible for EYPP</b>
<b>% achieving expected standards or above in C&amp;L</b>	54%	73%
<b>% achieving expected standards or above in Literacy</b>	51%	71%
<b>% achieving expected standards or above in Mathematics</b>	50%	75%

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

<b>In-School Barriers</b>	
<b>A</b>	Children enter with communication skills that are developmentally lower than expected
<b>B</b>	Curriculum areas identified upon entry (e.g. literacy and mathematics )
<b>External Barriers</b>	
<b>C</b>	Engaging parents to play with their children
<b>D</b>	Support for children with additional needs
<b>E</b>	Poor attendance

#### 4. Outcomes

Desired outcomes and how they will be measured		Success criteria
<b>A</b>	Improve communication skills	More children meeting age related expectations or better by the end of the academic year.
<b>B</b>	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.
<b>C</b>	Parents to be more involved in their children's learning	Increase in confidence for the child and parent. Greater understanding of behaviours.
<b>D</b>	Children will have access to specialist support, working together to improve outcomes.	Children's with complex needs make accelerated progress through targeted support from professionals.
<b>E</b>	Increased attendance.	Children attend well. Children who are not able to attend are supported with home learning.

#### 5. Planned Expenditure

Desired outcome	Action	Rationale	Impact	Staff
A - Improve Communication skills	<ul style="list-style-type: none"> <li>Develop staff skills in improving children's language skills, through direct teaching and child initiated learning, to support all children.</li> <li>Targeted intervention in small groups for those who need more than quality first teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Whole school awareness of how and when to extend vocabulary and understanding.</li> <li>Further develop staff confidence with supporting S&amp;L.</li> </ul>	<ul style="list-style-type: none"> <li>Improved outcomes for children.</li> <li>Children eligible for EYPP to make rapid progress.</li> </ul>	<ul style="list-style-type: none"> <li>SLT</li> <li>All staff working directly with children</li> </ul>
B – Specific curriculum areas gap narrowed between EYPP and Non EYPP	<ul style="list-style-type: none"> <li>Staff to develop the curriculum to ensure quality first teaching builds on what children know and provides a clear sequence that will ensure children to make at least good progress.</li> </ul>	<ul style="list-style-type: none"> <li>A well balanced curriculum will allow children to make links in their learning ensuring this is embedded.</li> <li>Targeted intervention will be unique for each child and build on what they can do.</li> </ul>	<ul style="list-style-type: none"> <li>Improved outcomes for children.</li> <li>Children eligible for EYPP to make rapid progress.</li> </ul>	<ul style="list-style-type: none"> <li>All key workers</li> <li>A.Bond</li> <li>N.Dunn</li> </ul>

	<ul style="list-style-type: none"> <li>• Targeted intervention in small groups for those who need more than quality first teaching.</li> </ul>			
C – Increase Parental Involvement in play and learning	<ul style="list-style-type: none"> <li>• Stay and Play days.</li> <li>• Tapestry.</li> <li>• Bedtime Stories.</li> <li>• Bucket list for home.</li> <li>• Home learning activities in the event of school closure.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved relationships with parents.</li> <li>• Develop parents' skills in interacting with children.</li> <li>• Increase parental interactions with children in the home.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff can accurately support, give advice and sign post parents for help if needed.</li> <li>• Parents have a greater understanding of how they can support their child's learning.</li> </ul>	<ul style="list-style-type: none"> <li>• SLT</li> <li>• Key workers</li> </ul>
D – Children will have access to specialist support, working together to improve outcomes.	<ul style="list-style-type: none"> <li>• Work with outreach workers using their expertise to support staff and develop their skills.</li> <li>• Actively seeks support from outside agencies and work flexibly with them to ensure the pandemic does not impact the opportunities offered to our children.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff will be more confident when working with children with complex needs and will have greater knowledge of strategies to use.</li> <li>• Children will receive specialist support from relevant agencies which will ensure children make progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Children make progress through targeted interventions using high quality, appropriate resources.</li> <li>• Children's complex needs are met through skilled teaching and support.</li> </ul>	<ul style="list-style-type: none"> <li>• SLT</li> <li>• Outreach workers</li> <li>• Key workers</li> <li>• Outside agencies</li> </ul>
E – Increased attendance	<ul style="list-style-type: none"> <li>• Increased offer of flexibility for 15 hours children.</li> <li>• Contact with all EYPP children who are absent and parents signposted to suggested activities and offered any advice sought.</li> <li>• Home learning packs available for EYPP children who may require additional resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Greater flexibility will support parents in ensuring children's nursery patterns fit around family life, thereby reducing the need for unauthorised attendance.</li> <li>• Children to continue to make progress if they are unable to attend nursery.</li> <li>• EYPP packs will ensure that no child misses learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance will increase which will give children greater opportunities to access the full nursery curriculum.</li> <li>• Children who have missed school will not fall behind their peers.</li> <li>• Children eligible for EYPP will continue to close the gap between them and their peers.</li> </ul>	<ul style="list-style-type: none"> <li>• A.Bond</li> </ul>

## 6. Monitoring

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

## 7. End of Year Attainment and Progress

Attainment	Children eligible for EYPP	Children not eligible for EYPP
<b>% achieving expected standards or above in C&amp;L</b>	69% (+15%)	86% (+13%)
<b>% achieving expected standards or above in Literacy</b>	62% (+11%)	81% (+10%)
<b>% achieving expected standards or above in Mathematics</b>	62% (+12%)	85% (+10%)
Attainment	Children eligible for EYPP	Children not eligible for EYPP
<b>% achieving at least good progress in C&amp;L</b>	100%	100%
<b>% achieving at least good progress in Literacy</b>	100%	100%
<b>% achieving at least good progress in Mathematics</b>	100%	100%

## 8. Summary Statement

End of Year Summary Statement
EYPP have closed the gap a little compared to non EYPP. They have clearly made good progress throughout the year. Staff continue to work on improving attendance. Lisa Wright (EYPP link governor)