



Tudhoe Moor Nursery School Early Years Pupil Premium strategy statement 2022-23

1. Summary Information

Academic Year	2022-23	Date of implementation	Sept 2022
Amount of EYPP per child per hour	60p	Date of review	July 2023
	Autumn	Spring	Summer
Total number of children	34	43	59
Number of children eligible for EYPP	3	6	7
Total of EYPP per term	£378	£594	£846.30
Total budget for EYPP	£1818.30		

2. Baseline Attainment- Rationale for spending

	Children eligible for EYPP	Children not eligible for EYPP
% achieving expected standards or above in C&L	33%	69%
% achieving expected standards or above in PSED	33%	54%
% achieving expected standards or above in Physical Development	33%	69%

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

In-School Barriers	
A	Children enter with skills in the prime areas that are developmentally lower than expected
B	Lower levels in prime areas impacts the gap between EYPP and non-EYPP in all other areas
External Barriers	
C	Support for children with additional needs
D	Poor attendance

4. Outcomes

Desired outcomes and how they will be measured		Success criteria
A	Improve communication, physical, personal, social and emotional skills	More children meeting age related expectations or better by the end of the academic year.
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.
C	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.
D	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, physical, personal, social and emotional 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. Nurture training for all staff to support PSED. Physical development to be supported through specialist equipment and advice. 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. Nurturing ethos will enhance children's developing PSED skills which will impact all areas of learning. Specialists will be able to support staff in understanding children's specific needs. 	<ul style="list-style-type: none"> Improved outcomes for children. Children eligible for EYPP to make rapid progress. 	<ul style="list-style-type: none"> SLT All staff working directly with children
B – The gap between EYPP and non EYPP will be reduced between	<ul style="list-style-type: none"> Staff to develop the curriculum to ensure quality first teaching builds on what children know and provides a 	<ul style="list-style-type: none"> A well balanced curriculum will allow children to make links in their learning ensuring this is embedded. 	<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

EYPP and Non EYPP	<p>clear sequence that will ensure children to make at least good progress.</p> <ul style="list-style-type: none"> • Targeted intervention in small groups for those who need more than quality first teaching. 	<ul style="list-style-type: none"> • Targeted intervention will be unique for each child and build on what they can do. 		
C – Children will have access to specialist support, working together to improve outcomes.	<ul style="list-style-type: none"> • Work with outreach workers using their expertise to support staff and develop their skills. • Actively seeks support from outside agencies and work flexibly with them to ensure the pandemic does not impact the opportunities offered to our children. 	<ul style="list-style-type: none"> • Staff will be more confident when working with children with complex needs and will have greater knowledge of strategies to use. • Children will receive specialist support from relevant agencies which will ensure children make progress. 	<ul style="list-style-type: none"> • Children make progress through targeted interventions using high quality, appropriate resources. • Children’s complex needs are met through skilled teaching and support. 	<ul style="list-style-type: none"> • SLT • Outreach workers • Key workers • Outside agencies
D – Increased attendance	<ul style="list-style-type: none"> • Increased offer of flexibility for 15 hours children. • Contact with all EYPP children who are absent and parents signposted to suggested activities and offered any advice sought. • Home learning packs available for EYPP children who may require additional resources. • Offer support with costs to parents e.g. meals, uniform, trips. 	<ul style="list-style-type: none"> • Greater flexibility will support parents in ensuring children’s nursery patterns fit around family life, thereby reducing the need for unauthorised attendance. • Children to continue to make progress if they are unable to attend nursery. • EYPP packs will ensure that no child misses learning opportunities. • Support with costs will ensure children are not missing education for financial reasons. 	<ul style="list-style-type: none"> • Attendance will increase which will give children greater opportunities to access the full nursery curriculum. • 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. • Children will be able to attend all events which will support their development. 	<ul style="list-style-type: none"> • A.Bond

6. Monitoring

School Lead	A.Bond	Link Governor	L. Wright
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 C&L	75% (+42%)	85% (+16%)
% achieving expected standards or above in PSED	75% (+42%)	84% (+30%)
% achieving expected standards or above in Physical Development	75% (+42%)	87% (+18%)
Gap between EYPP and non-EYPP	AUTUMN	SUMMER
% achieving expected standards or above in C&L	-36%	-10% (closed by 26%)
% achieving expected standards or above in PSED	-21%	-9% (closed by 12%)
% achieving expected standards or above in Physical Development	-36%	-12% (closed by 24%)

8. Summary Statement

End of Year Summary Statement
The attainment for EYPP has clearly improved over the year. Careful monitoring and thoughtful planning of how to spend the EYPP budget has worked well. It's also pleasing to see the gap has closed between EYPP and non – EYPP. (Lisa Wright – EYPP link governor)