Tudhoe Moor Nursery School Early Years Pupil Premium strategy statement 2023-24

1. Summary Information

Academic Year	2023-24	Date of implementation	Sept 2023
Amount of EYPP per child per hour	66p	**Date of review**	July 2024
	Autumn	**Spring**	**Summer**
Total number of children (3 year funded)	28	TBC	TBC July 2024
Number of children eligible for EYPP	3	TBC	TBC July 2024
Total of EYPP per term	£415.80	£TBC	£ TBC July 2024
Total budget for EYPP	£ TBC July 2024		

2. Baseline Attainment- Rationale for spending

	Children eligible for EYPP	**Children not eligible for EYPP**
% achieving expected standards or above in C&L	33%	54%
% achieving expected standards or above in PSED	33%	50%
% achieving expected standards or above in Physical Development	66%	66%

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	Parental support
D	Poor attendance

4. Outcomes

	Desired outcomes and how they will be measured	Success criteria
A	Improve skills in the prime areas	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	Parents will be supported in areas of need/concern so that they are better prepared for supporting their children.	Children are happy and ready to learn.
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 skills in the prime areas	• 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. • WelComm tool used to support communication and language progression.	• 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.	• Improved outcomes for children. • Children eligible for EYPP to make rapid progress.	• SLT • Enhanced SEND Teaching Assistant • All staff working directly with children
B – The gap between EYPP and non EYPP will be reduced	• Staff to develop the curriculum to ensure quality first teaching builds on what children know and provides a clear sequence that will	• A well balanced curriculum will allow children to make links in their learning ensuring this is embedded.	• Improved outcomes for children. • Children eligible for EYPP to make rapid progress.	• All key workers • A.Bond • N.Dunn

	ensure children to make at least good progress. • Targeted intervention in small groups for those who need more than quality first teaching.	• Targeted intervention will be unique for each child and build on what they can do.		
C – Parents will be supported in areas of need/concern so that they are better prepared for supporting their children.	• Actively seek support from outside agencies and work flexibly with them to ensure opportunities are available to our families. • Build parent relationships through coffee mornings etc. so that parents feel comfortable asking for help.	• External agencies are best placed to offer specialist support for parents so that they can meet children's needs. • When parents are feeling better supported they will be able to support their children.	• Families will feel more confident in knowing how to keep their children safe. • Children will be happy and ready to learn.	• SLT • Key workers • Outside agencies
D – Increased attendance	• 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.	• 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.	• 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.	• A.Bond

6. Monitoring

School Lead	A.Bond	Link Governor	L. Wright
How will EYPP be monitored?	- 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	TBC July 2024	TBC July 2024
% achieving expected standards or above in PSED	TBC July 2024	TBC July 2024
% achieving expected standards or above in Physical Development	TBC July 2024	TBC July 2024
Gap between EYPP and non-EYPP	**AUTUMN**	**SUMMER**
% achieving expected standards or above in C&L	TBC July 2024	TBC July 2024
% achieving expected standards or above in PSED	TBC July 2024	TBC July 2024
% achieving expected standards or above in Physical Development	TBC July 2024	TBC July 2024

8. Summary Statement

End of Year Summary Statement