

Early Years Pupil Premium Strategy Statement 2019/20

ROSEMARY LANE NURSEY SCHOOL

1. Summary Information			
Academic Year	2019-2020	Date of implementation	September 2019
Amount of EYPP per term per child	£100.70	Date of review	July 2020
Total Number of pupils	Autumn - 53	Spring -	Summer -
Total of eligible pupils for EYPP	Autumn - 6	Spring - 6 estimate	Summer - 6 estimate
	£604.20	£604.20	£604.20
Total EYPP budget during year	£1812.60		

2. Barriers to future attainment	
In School Barriers (issues to be addressed in school, such as poor oral language skills)	
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 (issues which require action outside school, e.g. low attendance)	
D	Engaging parents to play with their children

4. Desired Outcomes		
	<i>Desired Outcomes and how they will be measured</i>	<i>Success Criteria</i>
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.

5. Planned Expenditure

The headings below enable schools to demonstrate how they are using the pupil premium to improve the schools pedagogy, provide targeted support, and support whole school strategies

Quality of teaching for all

Desired Outcome	Actions	Rationale	Impact	Monitoring
A - Improve Communication skills	<ol style="list-style-type: none"> Develop planning and implement S&L intervention groups Engage in S&L training (NHS/BLAST) Purchase resources to support implementation from communication trust Nursery lending library revamped and relaunched, children to make visits to community library 	<ul style="list-style-type: none"> Targeted interventions for specific children to extend vocabulary and understanding Further develop staff confidence at planning and delivering S&L interventions Develop children's understanding about lending and returning books Develop skills in book handling and enjoyment in sharing stories 	<ul style="list-style-type: none"> Improved outcomes for children Children eligible for EYPP to make rapid progress 	<ul style="list-style-type: none"> Data analysis Planning Books Medium Term planning Floor books Lesson Observations
B - Widening life experiences for the children	<ol style="list-style-type: none"> Implementation of Forest School work. Cultural enrichment experiences – exploring festivals across the academic year. Visits to local community. Football sessions from SAFC 	<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"> Data analysis Displays Documentation Parents feedback
Targeted Support				
Desired Outcome	Actions	Rationale	Impact	Monitoring
C – Specific curriculum areas gap narrowed between EYPP and Non EYPP	<ol style="list-style-type: none"> Work in greenhouse and garden on planting to develop awareness of healthy lifestyles including healthy eating and food preparation. Forest school activities in a small group to develop well-being through access to outdoors and social skills of working together 	<ul style="list-style-type: none"> Children to have the opportunity to learn about health and wellbeing without constraints Children given time to explore different elements 	<ul style="list-style-type: none"> Improved outcomes for children Quality of provision will meet children's needs more accurately 	<ul style="list-style-type: none"> Forest school floor book Lesson observations Home produce harvested Planning
D – Increase Parental Involvement in play and learning	<ol style="list-style-type: none"> Family Workshops – story boxes /clay /gardening Activity packs library Lending library launch, termly 	<ul style="list-style-type: none"> Improved relationships with parents. Develop parents' skills in interacting with children. 	<ul style="list-style-type: none"> Staff can accurately support, give advice and sign post parents for help if needed. 	<ul style="list-style-type: none"> Parent Questionnaires

		<ul style="list-style-type: none"> Increase parental interactions with children in the home. 	<ul style="list-style-type: none"> Parents have a greater understanding of how they can support their child's learning. 	Feedback sheets from parent events Parent input into activity packs / books/ completed activities returned
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2. End of year Attainment (to be completed in July 2020)

(We have looked at the data of the children who were eligible at the end of the year)		Pupils eligible for EYPP	Non EYPP
% achieving the level expected or above for their age	PSED	%	%
	C&L	%	%
	PD	%	%
	Literacy	%	%
	Maths	%	%
		Pupils eligible for EYPP	Non EYPP
% achieving at least good progress from their starting point	PSED	%	%
	C&L	%	%
	PD	%	%
	Literacy	%	%
	Maths	%	%

3. End of year (2019-2020) Attainment

Due to the coronavirus lockdown interrupting the education of the children eligible for EYPP, we are unable to report on the end of year attainment. Only key worker and vulnerable children with social workers were eligible to attend throughout lockdown. The educational experiences available for these children were adjusted due to the level of risk from the spread of coronavirus. Therefore it has been impossible to assess and report on the attainment of the children eligible for EYPP.