

Early Years Pupil Premium Strategy Statement 2020/21

ROSEMARY LANE NURSEY SCHOOL

1. Summary Information			
Academic Year	2020-2021	Date of implementation	September 2020
Amount of EYPP per term per child	£100.70	Date of review	July 2021
Total Number of pupils	Autumn - 41	Spring -	Summer -
Total of eligible pupils for EYPP	Autumn - 3	Spring – 6 estimate	Summer – 3 estimate
	Autumn – 5 in total	Spring – 6 in total	Summer – 9 in total
	£503.50	£604.20	£906.30
Total EYPP budget during year estimate	£1611.20		
Total EYPP budget during year actual	£2014.00		

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 enjoy quality time playing with their children

4. Desired 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.

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	1. Develop staff skills in delivering S&L to support all children	<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 for all children 	<ul style="list-style-type: none"> Improved outcomes for children Children eligible for EYPP to make rapid progress 	Data analysis Planning Books Medium Term planning Floor books Lesson Observations
B - Widening life experiences for the children	1. Implementation of Forest School work. 2. Cultural enrichment experiences – exploring festivals across the academic year. 3. 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. 	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	1. Work in greenhouse and garden on planting to develop awareness of healthy lifestyles including healthy eating and food preparation. 2. Forest school activities in a small group to develop well-being through access to outdoors and social skills of working together 3. Small group work using music to support listening and attention skills and develop social interaction skills	<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 Children provided with quality music experiences 	<ul style="list-style-type: none"> Improved outcomes for children Quality of provision will meet children's needs more accurately 	Forest school floor book Lesson observations Home produce harvested Planning
D – Increase Parental Involvement in play and learning	1. Family activity packs for EYPP children 2. Book lending library weekly	<ul style="list-style-type: none"> Improved relationships with parents. Develop parents' skills in interacting with children. Increase parental interactions with 	<ul style="list-style-type: none"> Staff can accurately support, give advice and sign post parents for help if needed. Parents have a greater 	Parent Questionnaires Feedback sheets from parent events

		children in the home.	understanding of how they can support their child's learning.	Parent input into activity packs / books/ completed activities returned
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EYPP Strategy Evaluation 2020-21

Following irregular patterns of attendance across 2020-21 due to coronavirus interruptions evaluations of EYPP strategy impact have been completed through observation. We have reported on PRIME areas only.

	PSED age typical or below (by observation)		C&L age typical or below (by observation)		PD age typical or below (by observation)	
	Sept 2020	July 2021	Sept 2020	July 2021	Sept 2020	July 2021
Autumn	Child 1 Child 2 Child 3 Child 4 Child 5	Child 1 Child 2 Child 3 Child 4 Child 5	Child 1 Child 2 Child 3 Child 4 Child 5	Child 1 Child 2 Child 3 Child 4 Child 5	Child 1 Child 2 Child 3 Child 4 Child 5	Child 1 Child 2 Child 3 Child 4 Child 5
Spring	Jan 2021	July 2021	Jan 2021	July 2021	Jan 2021	July 2021
	Child 6	Child 6	Child 6	Child 6	Child 6	Child 6
Summer	April 2021	July 2021	April 2021	July 2021	April 2021	July 2021
	Child 7 Child 8 Child 9	Child 7 Child 8 Child 9	Child 7 Child 8 Child 9	Child 7 Child 8 Child 9	Child 7 Child 8 Child 9	Child 7 Child 8 Child 9

Child 1, Child 8 and Child 9 did not make age related progress due to SEND

All children had a break in attendance in October due to a coronavirus closure

Of the 9 children – Child 1, 4, 8 and 9 attended over an irregular pattern during the national lockdown in January to March, the other 5 children did not attend during the Spring term due to parental choice.

Non- EYPP children achieved similarly across the academic year to child 2-5. The total number of children achieving age typical development in PSED on exit in July was lower than usual due to the impact of prolonged absences from nursery across the two-year pandemic and children unable to mix outside of nursery and attend social gatherings.

Child 6, 7 and 8 will attend for the academic year 2021-22 and benefit from the 21-22 EYPP strategy during this period of time.