



CROSSENS NURSERY SCHOOL - Early Years Pupil Premium Strategy Statement 2020-21

1. Summary information												
Academic year	2020-21			Total EYPP budget	£6342			Date of most recent EYPP review	June 2021			
Total number of children	AUT	SPR	SUM	Number of children eligible for EYPP	AUT	SPR	SUM	Next internal review of this strategy	SEPT	JAN	APR	JUL
	63	79	89		10	18	21					

2. Current attainment	Children eligible for EYPP				Children not eligible for EYPP			
	BASE	AUT	SPR	SUM	BASE	AUT	SPR	SUM
% achieving expected/ above the level expected for their age in prime areas	91%	87%	70%	65%	85%	79%	84%	84%
% achieving expected/ above the level expected for their age in literacy	88%	66%	56%	62%	82%	73%	83%	79%
% achieving expected/ above the level expected for their age in mathematics	88%	69%	62%	60%	86%	85%	87%	83%
% making typical or better progress from starting point in prime areas	N/A	100%	100%	100%	N/A	100%	98%	98%
% making typical or better progress from starting point in literacy	N/A	100%	100%	100%	N/A	100%	100%	100%
% making typical or better progress from starting point in maths	N/A	100%	100%	100%	N/A	100%	100%	100%
% achieving expected levels of Characteristics of Effective Learning	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC

3. Barriers to future attainment	
In school barriers	
1.	Individual barriers to learning identified on entry and interventions and support are put into place to enable children to access learning
External barriers	
1.	A small number of children eligible for EYPP have identified additional needs or are being monitored through SEND processes
2.	A small number have English as an Additional Language
3.	The majority are children who will only access 3 terms Nursery Education
Desired outcomes	
1.	Improve literacy skills for children eligible for EYPP on transition to Reception class
2.	Improve mathematical skills for children eligible for EYPP on transition to Reception class
3.	Develop children's characteristics of effective learning (COEL)

4. Planned expenditure –

*Targets are currently proposed based on historical on entry data. Targets will be confirmed following baseline assessment (end September 2020)

Academic year		2020-21			
i. Quality of teaching for all					
Desired outcome	Activity / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of implementation Impact on Learning and Development
Deliver quality first teaching to all EYPP children, matched to the children's level of development providing sufficient challenge to accelerate learning across the identified areas of learning.	Employ an additional member of staff to maintain lower than required ratios to facilitate appropriate interventions	Invest EYPP to create longer term change which will help all pupils. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit .	Identified staff deliver interventions. Children's progress monitored regularly through progress meetings. Use staff meeting and current CPD programme to embed a consistent approach	Lead Teacher and Lead Practitioner	June 2021
Improve outcomes Characteristics of Effective Learning (COEL)	Tracking of progress in COEL in order to accelerate progress.	Research undertaken by the Sutton Trust identifies two intervention strategies, which evidence shows make the greatest impact on Pupil Premium investment. There are: feedback and meta-cognition/self-regulation (or learning-to-learn strategies), both of which the research shows add an additional eight months of progress over a year. This approach is integral to our provision for all children. We want to further develop the skills of staff in promoting COEL in all children who attend Crossens Nursery School.	Outcomes reviewed alongside termly tracking of the 7 areas of learning. SSTEWS evaluations and scrutiny of practice focused on the role of the educator in supporting, scaffolding and articulating learning.	Lead Teacher and Lead Practitioner	June 2021
				Total budgeted cost	£TBC – Additional staff

ii. Targeted support					
Desired outcome	Activity / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review implementation
Improved outcomes in Communication & Language and in Literacy	Small group sessions using Scheme of Work for Speech and Language to support children's communication and language skills to build a firm foundation for future Literacy skills.	Research undertaken by the Sutton Trust identified that Phonics and Small Group Tuition adds an additional four months development to children's progress. The research that underpins both the ECAT and ELKLAN Strategies shows that children's language skills benefit most from having conversations with responsive adults. Our scheme of work aims to create a language rich environment underpinned by a strong focus on Literacy which supports children's listening, attention and vocabulary through retelling narratives and singing songs and rhymes which supports early Literacy.	Programme is been planned to provide reduced ratios and frequent interventions for identified children. Time is planned daily for identified children to access the programme. Frequent monitoring and scrutiny of practice is planned and effectiveness and impact will be measured through data analysis.	Lead Teacher and lead Practitioner	June 2021
Total budgeted cost					Nil additional
iii. Enhancement					
Desired outcome	Activity / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review implementation
Children have access to Extended Nursery provision (Breakfast or Lunch Club) and curriculum enhancements	Invite parents of EYPP Pupils to take up 1 extended service session per week. Parents of EYPP Pupils will not be asked to make a donation to support the cost of school outings and experiences	Research undertaken by the Sutton Trust identified that participation in enhancement activities such as arts, sports and extended schools accelerated progress by an additional two months	EYPP parents will be targeted and notified of the offer of taking up an extended service.	Office staff	June 2021
Total budgeted cost					£TBC

Desired outcome	Activity / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review implementation
SEND/EYPP children to have access to sensory resources and equipment to support learning and development	Lead practitioners to identify and source appropriate sensory equipment to support learning and development of a number of children.	<p>Observations of SEND/EYPP children and links with Educational Psychologists.</p> <p>Invest EYPP to create longer term change which will help pupils with SEND.</p> <p>Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p>	<p>Time is planned daily for identified children to access the sensory resources and equipment.</p> <p>Frequent monitoring and scrutiny of practice is planned and effectiveness and impact will be measured through data analysis.</p>	Lead Teacher and lead Practitioner	June 2021
Total budgeted cost				£TBC	

5. Review of expenditure

Previous academic year – 2019-20 – Data referred to is Spring Term Attainment and progress data due to the closure of the school during the COVID Pandemic

1. Quality of teaching for all

Actions	Intended Impact	Monitoring Activity	Resource Implications	Evaluation / Impact on Learning and Development
<p>I. Deliver quality first teaching to all EYPP children, matched to the children's level of development providing sufficient challenge to accelerate learning across the identified areas of learning.</p> <p>II. Improve outcomes Characteristics of Effective Learning (COEL)</p>	<p>Children make expected or better progress. Areas for development are swiftly identified and progress is accelerated where necessary. An appropriate level of challenge is provided for more able pupils.</p>	<p>Termly progress checks</p>	<p>Contribution to cost of employing an additional member of staff to reduce ratios</p>	<p>The very large majority of children eligible for the EYPP make typical or better progress in the Prime Areas (92%) and in Literacy (94%) and Maths (94%). This is similar for Characteristics of Effective Learning on which there has been a substantial focus this year.</p>
<p>iv. Targeted support</p>				
Actions	Intended Impact	Monitoring Activity	Resource Implications	Evaluation / Impact on Learning and Development
<p>Improve outcomes in Communication & Language and in Literacy</p>	<p>Children, identified as being at risk of delay, or with barriers to learning in this area are supported to make accelerated progress.</p>	<p>I. Baseline / Progress Meetings II. Monitoring cycle- targeting EYPP pupils through Learning Walks / Child Tracking / Learning Journal Scrutiny III. Termly report to Governors on impact of EYPP work</p>	<p>Maintenance of lower than required ratios in order to facilitate intervention, acceleration and achievement of targets (ELCC Assistant)</p>	<p>The very large majority of pupils were on track to attain the age related expectation on exit in Communication and Language and in Literacy. 100% made typical or better progress in both areas of learning..</p>
<p>v. Enhancement</p>				
Actions	Intended Impact	Monitoring Activity	Resource Implications	Evaluation / Impact on Learning and Development
<p>Children have access to Extended Nursery provision (Breakfast or Lunch Club) and curriculum enhancements</p>	<p>Children are supported to access more than the universal 15 hour entitlement</p>	<p>Review of take up of extended services offer.</p>	<p>Cost of additional sessions</p>	<p>4 of the 6 eligible pupils took up the offer of an additional extended service session.</p>