**HINDLEY NURSERY SCHOOL**

**Early Years Pupil Premium Strategy Statement 2020-21**

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| 1. **Summary information** | | | |
| Academic year | 2020-2021 | Total EYPP budget | Estimated  £3323.10 |
| Total number of children | 120 | Number of children eligible for EYPP | 11 |

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| 1. **Current attainment (exit data from 19/20)** | | |
|  | Children eligible for EYPP | Full cohort |
| % achieving expected/ above the level expected for their age in prime areas | No data due to Covid 19 | No data due to Covid 19 |
| % achieving expected/ above the level expected for their age in literacy | No data due to Covid 19 | No data due to Covid 19 |
| % achieving expected/ above the level expected for their age in mathematics | No data due to Covid 19 | No data due to Covid 19 |
| % making at least good progress from starting point in prime areas | No data due to Covid 19 | No data due to Covid 19 |
| % making at least good progress from starting point in literacy | No data due to Covid 19 | No data due to Covid 19 |
| % making at least good progress from starting point in maths | No data due to Covid 19 | No data due to Covid 19 |

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| 1. **Barriers to future attainment** | |
| **In school barriers** | |
|  | Individual barriers to learning identified on entry and interventions and support are put into place to enable children to access learning |
|  | Low starting points in prime areas, literacy and mathematics across the cohort |
| **External barriers** | |
|  | A number of children eligible for EYPP have identified additional needs or are being monitored through SEND processes |
| **Desired outcomes** | |
|  | Improve outcomes for the prime areas as these are the future building blocks for success in education and life long learning |
|  | Improve self-regulation, well-being and involvement to support future attainment and progress |
|  | Develop children’s characteristics of effective learning |

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| 1. **Challenging the more able** | | |
| **Providing depth and extension** | | |
|  | | Secure increased challenge for children who are at expected levels or above by providing enriched activities to deepen and extend learning experiences in literacy. |
| **Supporting progress and attainment** | | |
|  | Use ability groups to target and challenge children’s learning with a particular focus on literacy development | |
| **Desired outcomes** | | |
|  | | Increase % of EYPP children making good or better progress in the prime areas and literacy development |

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| 1. **Planned expenditure** | | | | | |
| Academic year | 2020-2021 | | | | |
| 1. **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 |
| Improve outcomes in well-being and mental health and PSED | Implement the well-being project | Following the COVID 19 pandemic a focus on self-regulation, well-being and PSED to settle children back into full opening. | Staff to incorporate the well being principles into everyday life at nursery ensuring that there is a focus on children’s PSED during the pandemic. | Pastoral & Curriculum Manager  Teacher | March 21 |
| 1. **Challenge for the more able N/A due to focus on other areas following COVID 19** | | | | |  |
| **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 self-regulation, well-being and involvement to support higher % of reaching ARE in prime areas | Staff training with Lisa Wisher focused on how early trauma effects brain development and children’s ability to learn. This will improve Small group **Learning to Learn** intervention and **Well-being** intervention delivered to children with SEND or emerging needs. | *Early Excellence 100 review show that best indicators of future attainment and progress are Prime areas, Self-Regulation and Executive Functioning.*  *Lisa Wisher is an experienced Social Worker, Trainer and qualified* ***Psychotherapist****, with a background in training on issues around mental health, children and the particular challenges of adoption. This knowledge will improve staff’s understanding of how to support vulnerable children.* | The knowledge is implemented though every day practice at HNS but in particular the targeted work with Learning to Learn groups and Well-being groups. | Deputy Headteacher/ Senior HLTA | June 2020 |

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| **Review of expenditure for previous academic year 2019-20** | | | | |
| 1. Quality teaching for all | | | | |
| Desired outcome | Activity / approach | Estimated impact | Lessons learnt | Cost |
| Improve outcomes in CLD & literacy | Staff training on high quality literacy provision   * Drawing the write way | Increase staff knowledge to develop a comprehensive approach to teaching literacy. | Interrupted by COVID 19 | £596.25 |
| Develop the children’s opportunities for COEL, well-being and involvement and increase levels of engagement | PLODS | Improved learning skills, COEL.  Improve % of progress in prime areas. | Levels of involvement during PLOD projects were observed as high. | £0 |
| 1. Challenge for the more able | | | | |
| Improve % of children at expected or above in CLD and literacy | Implement:   * helicopter stories * talking tables * Letters and sounds | Improved CLD and literacy | Interrupted by COVID 19 | £1192.50 |
| 1. Targeted support | | | | |
| Desired outcome | Activity / approach | Estimated impact | Lessons learnt | Cost |
| Improved outcomes in self regulation, well being and involvement to support higher % ARE in prime areas | Learning to Learn  Well being project | A focus on children’s ability to become learners will have a greater impact on their future attainment | previous interventions teachers report showns increase in children’s well being and involvement and ASQ scores | £954 |