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Pupil Premium Strategy statement – Comper Nursery School 2020 – 2021

Barriers to future attainment for children eligible for EYPP

- A. Low attainment on entry, with attainment gap between EYPP and non-EYPP children from start of nursery**
- B. Lower levels of development in communication and language and limited exposure to literature rich environment**
- C. Lower emotional resilience for a small but significant number of children from disadvantaged backgrounds, presenting barrier to good progress in school**

N.B There are a higher number of children now eligible for EYPP due to unexpected changes in financial circumstances because of the pandemic. The above barriers are not currently always relevant for this group of children. However, these children may have experienced significant family upheaval and are potentially living with adults under high levels of stress. They are therefore vulnerable emotionally which may be a barrier to their development.

External Barriers

- D. Challenging domestic circumstances, leading to poorer school engagement (both emotional and physical)**
- E. Reduced or limited engagement with cultural opportunities beyond school**

EYPP Funding 2020/21

EYPP funding is to raise the attainment of disadvantaged pupils of all abilities to reach their potential

EYPP rate 53p per hour

PP Funding for 2020/21

PP funding is to raise the attainment of disadvantaged pupils of all abilities to reach their potential

The rate for children from YrR - Yr6 is £1345/year

PP Allocations are made in June, once the pupil number data from October census has been validated and agreed. The money comes into the local authorities in quarterly instalments at the end of June, September, December and March.



Amount received for 2020/21 £1345 (1 child based on the October 2019 census)				
Budget for 2021/22 is £9415 (7 children based on October 2020 census).				
	Term	EYPP Funding	Number of pupils	
Actual Funding EYPP	Autumn Term 2020	£1628.40	7	
	Spring Term 2021	£2233.80	11	
	Summer Term 2021	£2600.00 (est)	11	
Sub total		£6462.20		
Actual Funding EYPP	September 2020	£336.25	1 (Actual in academic year 20/21 =7)	
	December 2021	£336.25	1 (Actual in academic year 20/21 =7)	
	March 2021	£336.25	1 (Actual in academic year 20/21 =7)	
	June 2021	£2353.75	7 (Actual in academic year 20/21 =7)	
Sub Total		£3362.50		
TOTAL		£9824.70		
Intent	Implementation	Cost	Assurances/Success Criteria	Impact
<p>Priority 1 To ensure good attainment and progressions in phonics</p> <p>To improve children's engagement with reading and developing an interest in books</p>	<p>Ensure there are a good range of high quality and up to date phonic home readers that will engage children with different interests and match their phonic ability. Ensure a range of nonfiction as well as fiction.</p>	£1265.00	<p>Children have made progress as shown through their phonics assessments and pupil progress meetings and attainment in reading at end of year.</p> <p>When observed children show high levels of engagement in reading and books as measured by a Ferres Levers Involvement Scale assessment</p>	<p>Due to the impact of C19. The children were off school for a vast majority of the year. The reception classes had two lock downs where they were home learning and two other bubble closures. Only 3/7 of the children left meeting expectations in their reading.</p>



<p>To improve home school engagement with reading</p>	<p>Half Day Staff Phonics INSET – September 2020 led by English consultant Julie Sargent. Increase staff knowledge and skill teaching phonics and ensure consistency of approach</p>	<p>£285.00</p>	<p>Parents are completing the reading logs regularly</p> <p>Phonics teaching observed as good or better across the school</p>	<p>Phonics teaching was not observed to be consistently good across the school. More training/monitoring needed</p>
<p>Priority 2 To improve the wellbeing of children and their parents/carers (cycle) through supporting their parents/carers to be able to work</p>	<p>For particularly vulnerable families in crisis, we will off wrap around care and extended days services with the intention that this either enables them to work (improving their financial independence & self-esteem) or supports their mental health where needed</p>	<p>£1710.00</p>	<p>Parents/carers are in work and able to move through crisis more successfully. This may be noted in CIN/TAF notes. Or level of social care involvement can reduce</p>	<p>1 EYPP child and 3 PP children (two families with two siblings) accessed this offer, and it had a significant impact. Both mothers of the families were able to work as a result. One family moved through crisis and their TAF is now closed. The other family moved from CIN to TAF.</p>
<p>Priority 3 To improve the quality IT resources available for children and staff to improve the quality of</p>	<p>Replace the Interactive Whiteboard in one of the reception classes (Mango) as their board was broken. Ensure high quality board that is interactive and moveable so that children can use it and it can be moved between classes if necessary.</p>	<p>£3000</p>	<p>Staff are using board daily in their teaching and children can access interactive programs that improve their engagement and outcomes</p>	<p>The board has massively improved the resources available for teacher when planning in all areas of the curriculum, particularly in phonics and maths.</p>



<p>teaching and learning</p> <p>Priority 4 To improve and broaden the life experiences of children increasing self-esteem and opportunities for language development</p> <p>Priority 5 Improve end of year outcomes and accelerate progress for EYPP/PP children</p>	<p>Offer a wide range of curriculum enhancing activities and experiences that children might not be able to have at home (cultural capital) Outdoor puppet show Living Eggs (chicks)</p> <p>Increase the number of highly qualified staff in nursery & reception so that ratios are lower and there are more NVQ level three staff to support the EYPP/PP children or free up the QTS staff to support more vulnerable (1:1 or</p>	<p>£250.00 £260.00</p> <p>£3054.70</p>	<p>Children show high levels of engagement with these activities and can talk about them after with their teachers. They may discuss them as positive memories when looking back over the year. Positive levels of wellbeing</p> <p>EYPP/PP children show high levels of involvement in the environment and good levels of wellbeing</p>	<p>Teachers and children have used the board extensively throughout the year. It was particularly helpful during lockdown for training and zoom sessions too! (5 of the 7 PP children were in the class). Long term impact as children moving through from nursery to reception will also be able to access it.</p> <p>The children very much enjoyed both experiences that they had this year. However, the offer we were able to provide for them was significantly reduced due to C19 and therefore the impact less in terms of noticeable confidence or language gain directly related to these experiences</p> <p>This has been hard to monitor this year as in reception the children have been away from school for large parts of the year.</p>
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	<p>small group). More availability to observe more closely and follow children's interests. Smaller ratios more time to spend with each child therefore increase chances for positive interaction/communication</p>		<p>They have detailed and observations/assessments by their tapestry accounts from key workers showing that their interests are being followed</p> <p>Th children are making good or better progress from their starting points</p>	<p>Nursery children have also suffered from bubble closures and there have been high levels of staff sickness which has meant a lack of consistency.</p> <p>Monitoring has been less rigorous.</p>
<p>TOTAL EYPP/PP SPEND for academic year 2020/21:</p>		<p>£9824.70</p>		

School Points for development for strategy 2021/22:

- Invest in 'Oxford Owl' virtual library of phonic books to ensure that children learning at home can access phonically decodable readers if home learning
- Move to live online learning for phonics lessons if there were to be further home learning
- Increase the number of times the PP children are heard to read in school by an adult to ensure consistency of practice to improve fluency
- Move to a core text approach to literacy learning across the school to ensure that EYPP children in nursery are experiencing key childhood texts and rhymes. EYPP/PP children to be given a copy of the text to take home (6 books a year) bought through funding.



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- Improve communication with parents about sharing books with children, phonics teaching and hearing your child read. Parent evening to share this information (via zoom if in lockdown.) Inviting parents in to share books with child. Any child whose parent cannot attend will have special time with school adult
- Further phonics training needed to develop consistency and knowledge (there were supposed to be follow up sessions training the teachers post INSET, but these did not happen due to C19. With these it is likely that knowledge and skill would have improved quickly over time). Under new gov guidance move to synthetic phonic scheme. All staff will need retraining anyway.
- With restrictions reduced from C19 – look at further developing our ‘cultural capital offer’ for children – are there anymore long-term experiences that children can gain from e.g – dance lessons/forest school – noticeable gap for those children who access additional activities on a regular basis outside school and those who do not
- Raise profile of EYPP/PP children through more rigorous Pupil Progress Meetings and monitoring of tapestry journals. Ensure all staff know who EYPP & PP children are and what support they need to close the gap or make further progress if already attaining in line or above. Ensure that all EYPP children in nursery have higher qualified member of staff as keyworker
- Explore possible partnership with SSMJ or other setting regarding speech and language therapy support as low levels of language for children and staff CPD around this need addressing