

Early Years Pupil premium strategy statement 20-21

School overview

Metric	Data
School name	Truro Nursery School
Pupils in school	73 60 3/4yr olds 13 2yrols
Proportion of disadvantaged pupils	16%
Pupil premium allocation this academic year	£1688.20 (Aut £763.20 Spr £795.00 Sum £1130.00)
Academic year or years covered by statement	2020-2021
Publish date	July 2021
Review date	November 2022
Statement authorised by	Mrs. H Adams
Pupil premium lead	Mrs. S Thrower
Governor lead	Mrs. S Thrower

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	No end of year data for outcomes July 2020 (Covid 19)
Writing	No end of year data for outcomes July 2020 (Covid 19)
Maths	No end of year data for outcomes July 2020 (Covid 19)

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	N/A
Achieving high standard at KS2	

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all relevant staff have received training on the acquisition of age and stage appropriate early reading skills
Priority 2	Ensure all staff have received training to

	support the development of TIS practises.
Barriers to learning these priorities address	Early reading skills; language acquisition, personal social and emotional development, self regulation, home environment and parental support, SEN needs
Projected spending EYPP predicted	£1500.00

Teaching priorities for current academic year

Aim	Target	Target date
Progress in PSED	Support the development of work around managing feelings and behaviour and support Staff training and development in understanding the impact of trauma (Covid 19).	July 2021
Progress in Reading	To achieve a minimum of 3 points progress in reading.	July 2021
Progress in Writing	To achieve a minimum of 3 points progress in writing.	July 2021
Attendance	To maintain regular attendance at nursery.	July 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Children supported in small group teaching and intervention groups to support their PSED development. Purchase of story sacks. AH to undertake TIS training. Children to be supported to begin to understand and manage their own behaviour
Priority 2	Children supported in small group teaching and intervention groups to support language and their early reading development Purchase of core books
Barriers to learning these priorities address	Lower than expected personal, social and emotional development and communication and language skills on entry to nursery. Impact of Covid 19 Children not yet able to begin to self-regulate
Projected spending	£1000.

Wider strategies for current academic year

Measure	Activity
Priority 1	Communication: Enabling forest school activities to become part of continuous provision within “bubbles” to further enable language acquisition through rich learning experiences which introduces tier 2 and 3 vocabulary. Talking with children to develop their understanding of the natural world.
Priority 2	Wellbeing: Enabling woodwork activities to become part of continuous provision within “bubbles” to further enable language and vocabulary acquisition through rich learning experiences. Woodwork activities will develop fine motor skills necessary for holding the necessary tools for mark making and early writing
Barriers to learning these priorities address	Lower than expected communication and language skills on entry to nursery.
Projected spending	£600.00

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Staff professional development TIS training	DSL 10 days cover and staff meeting time
Targeted support	Staff to be trained on the development of a balanced approach to the teaching of early reading	Developing a reading continuum which includes core texts to be used. Training to be undertaken during staff meetings. Ican training
Wider strategies	Ensuring sufficient resources available in bubbles and staff expertise.	Forest School lead to liaise with SLT. New staff to undertake training on woodwork in the early years. Improving access to well resourced, high quality teaching activities

Review: last year’s aims and outcomes (19-20) Due to covid most children did less than 2 terms with us.

Aim	Outcome
Improve PSED – ability to play in a group extending and elaborating ideas. Demonstrating friendly behaviour initiating conversations and forming good relationships with peers and adults.	Creation of bubbles due to Covid 19 restrictions have meant that there are less transitions for children throughout the school day. Teaching teams have been more consistent enabling very good

<p>Enjoying responsibility; developing confidence and ability to take turns and share.</p>	<p>relationships between children and their key workers. Children have developed stronger relationships with children in their bubbles.</p> <p>No end of year data for outcomes July 2020 (Covid 19)</p>
<p>Improve CL – extend language and expand vocabulary, initiating conversations, using a range of tenses when talking.</p>	<p>Increased opportunities for adults to interact with children in their bubbles No end of year data for outcomes July 2020 (Covid 19)</p>
<p>Improve Physical development - Understand that equipment and tools have to be used safely; negotiates space effectively; moves freely with confidence, uses one handed tools effectively, develops a more secure grip with mark making tools Children will demonstrate desired outcomes with a level of consistency and security Progress in PD is at least expected</p>	<p>New play equipment installed outside. New storage facility for community playthings blocks and planks installed. Children having to work collaboratively to access, move and build. Gardening activities established with creation of new planters at the front of the school. Children using trowels to dig, watering cans to fill and pour from a water butt. No end of year data for outcomes July 2020 (Covid 19)</p>

Evidence/supporting guidance used:

https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf

<https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/>

https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf

<https://www.suttontrust.com/wp-content/uploads/2020/06/Early-Years-Impact-Brief.pdf>

<https://www.naeyc.org/resources/pubs/tyc/feb2014/the-word-gap>