

Early Years Pupil Premium Statement 2020-2021

1. Summary Information					
Academic year	2020-2021			Date of most recent EYPP review	Sept 2020
Total number of children	N1 = 1 N2 = 48 Rec = 105	Number of children eligible for EYPP	N = 6 R = 5	Next internal review of this strategy	March 2021
Total funding	(£320.10 per child) x 11 = £3521.10				

2. Planned expenditure					
Academic year	2020-2021				
A. Quality of teaching for all					
Actions	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
1. Deliver quality 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>Nursery & Reception:</p> <p>Differentiated small learning sessions in maths, CLL and phonics with teacher or teaching assistant. Class teachers to work with each group, rotating weekly to ensure differentiation for all abilities at the planning stage.</p>	Children make expected or better progress in line with age related expectations and child development	<p>Children's progress, engagement, wellbeing and involvement will be monitored regularly through progress meetings.</p> <p>Nursery staff will be completing SSTEWS evaluations and scrutiny of practice focused on the role of the educator in supporting, scaffolding and articulating learning.</p>	Nursery and Reception Teachers and Teaching Assistants	

<p>2. EY at Churchtown has become an Early Adopter School for the new Development Matters Curriculum Guidance 2020 framework. Teaching and learning across the EY phase will reflect this.</p>	<p>Weekly evaluation of children's progress between teachers and teaching assistants.</p> <p>Next steps are identified and actions put in place</p> <p>An appropriate level of challenge is provided for more able pupils. One PP child to go to Reception for phonics.</p> <p>Parents are kept up to date daily and weekly:-</p> <p>-Tapestry observations</p> <p>-You and Us together home books which offer differentiated activities for parents to try at home to support their child's learning, linked to literacy, maths and PSED. This has been temporarily put on hold due to the current Covid-19 pandemic. The weekly overview goes onto Tapestry on a Monday morning.</p>				
<p>3. To follow the interests of the EYPP children to engage them in their learning, and support the children in their next steps or barriers to learning.</p>	<p>Nursery & Reception:</p> <p>Regular consultations with parents when they are a focus child. Follow the interests of the EYPP children to develop engagement and a love of learning.</p> <p>The Leuven Scales of Well-being and involvement will be implemented across the phase and reflective meetings as an</p>	<p>Children are motivated and show higher levels of wellbeing and involvement</p> <p>Children more willing to take risks and persevere.</p>	<p>EYPP children to have a focus week each half term.</p> <p>Observations to go on Tapestry and wellbeing and involvement observations undertaken. Progress to be monitored throughout the year.</p>	<p>EYFS Teachers and Teaching Assistants</p>	

	<p>Early Years Team will be held to look at how to bring learning forward for EYPP children.</p> <p>Additional outdoor play sessions undertaken to work on forest school/1:1/small groups activities with EY staff.</p> <p>Mr Cocks is working on developing outdoor learning across the phase in line with new resources and equipment being added to the current provision on offer.</p> <p>Local visits linked to children's interests. Follow up work in the classroom.</p>				
<p>4. To support children in becoming a "good learner" and promote development of Characteristics of Effective Teaching and Learning.</p>	<p>Introduce the children to our "Learning Buddies". Relate what the children are doing to these characters, eg curious Chloe, Determined Danny etc. Remind them about when they are demonstrating those characteristics. Encourage this to become part of their vocabulary linked to their learning.</p> <p>Stickers and dojo's given out to praise children who demonstrate "good learning".</p>	<p>Support the children in moving towards higher level critical thinking and making links between their learning</p>	<p>Enhancement plans and weekly overviews of teaching and learning will be documented on a google doc to reflect the needs, interests and next steps of the EYPP children.</p>	<p>EYFS Teachers</p>	

5. Staff to develop their understanding of the new Curriculum	<p>Refer to buddies in homework and on Tapestry so parents are aware of what we are working on.</p> <p>Half termly focus on targeted areas of the new curriculum decided through staff discussion. Shared understandings will be disseminated by staff as to how the new curriculum is working across the phase for the benefit of all children and with a particular focus on EYPP children.</p>	<p>To ensure all staff have a deep understanding of the new curriculum and the expectations of staff to provide high quality learning experiences for all children.</p>	<p>Fortnightly meetings where staff can share their experiences/observations. Staff to build up a CPD file of evidence</p>	LS	
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B. 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 of implementation Impact on Learning and Development
1. Improved outcomes in Communication & Language and in Literacy	<p>Nursery & Reception:</p> <p>Small group sessions which allow children to become more confident in speaking in a smaller group.</p> <p>5-a-day reading: Sharing stories 5 x daily as part of the whole school reading development plan</p> <p>Use of questioning to develop children's learning.(In line with whole school development and links to Rosenshine principles)</p>	<p>We aim 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</p>	<p>Programme has been planned to provide reduced ratios and frequent interventions for identified children.</p>	EYFS teachers and teaching assistants	

	<p>Vocabulary rich environment in all classrooms and shared areas.</p> <p>High quality engagement between adult and child</p> <p>Speech and Language interventions to support children’s communication and language skills to build a firm foundation for future Literacy skills.</p> <p>Nurture groups to support PSED and CLL.</p> <p>Nursery: Snack time to be held at the large kitchen table. Staff to model table manners and promote conversations, listening skills and good manners. Good sitting at the table and not leaving the table until everyone is finished is to be encouraged at all times.</p> <p>Reception: Snack time to be held as a focussed class activity where all children sit together to either listen to a story or engage in talk time. Staff to model good manners and promote conversations and listening skills. Good sitting and not leaving the snack time area until everyone is finished is to be encouraged at all times.</p> <p>Nursery & Reception: Curiosity tanks to develop thinking and questioning skills – who? What? When? Where? Why?</p>	<p>supports early Literacy.</p> <p>T4W supports story telling and an ability to orally tell their own story.</p> <p>Use of ICT- iPads to record children telling stories, poems etc.</p>			
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	Show and Tell daily (nursery) weekly on a Friday (reception) – photos on Tapestry used to stimulate talk and asking questions. Good listening to be encouraged				
C. 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 of implementation Impact on Learning and Development
1. EYFS staff to provide additional support for parents and children	<p>Nursery & Reception:</p> <p>Open door policy</p> <p>Tapestry provides a tool for communication.</p> <p>You and Us together books allow home and school to communicate. (currently on hold due to Covid-19)</p> <p>Termly celebration afternoons. (currently on hold due to Covid-19)</p> <p>Additional meetings with parents for support and advice – toilet training, food bank</p>	<p>Positive parental feedback</p> <p>Increased levels of parental engagement e.g. parents more open and engaged with staff providing essential information.</p>	<p>Daily conversations</p> <p>Parents given support and a chance to talk over a cup of tea in a quiet space.</p>	EYFS Staff	As and when required

	<p>Additional uniform provided if necessary</p> <p>Additional nursery session offered for pre school EYPP children if necessary</p> <p>Parenting information e.g. support with behaviour, bedtime routines, toileting.</p> <p>Nursery:</p> <p>Start and end of the nursery day has been altered to 8:30am and a staggered collection from 3:20pm to accommodate parental needs</p> <p>Lunch sessions and FSM provided for children to support PSED/PD skills during lunch as well as those children transitioning into reception.</p>				
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