

Blagdon Pupil Premium Strategy 2019-2020



September 2019 -21 Eligible children (24%)

January 2020 -

April 2020 -

As a nursery school we are unsure of the numbers of children eligible for pupil premium each year and are therefore unable to make any firm financial commitments. We continually review our strategy throughout the year as new children join us each term (and are identified as eligible for Pupil Premium funding). With the Nursery School now including funded 2 year olds - we have the opportunity to start working with identified children at an earlier age. EEF research suggests an earlier starting age can add 6 months additional progress where children have been in receipt of high quality early education.

Main Barriers to Learning	How Pupil Premium will be spent	How we will measure the Impact?
Readiness for Nursery- many children need support to develop active learning and independence skills when starting nursery.	Additional staff support in classrooms during the early weeks of term to provide additional support to children when separating from their carer. Toast to ensure children are not hungry and are ready to learn.	Measure the progress of the Physical and PSED parts of the EYFS, against baseline data and the rest of the cohort.
Poor self-regulation skills amongst children that impede their ability to access the curriculum- Good self-regulation skills are linked to successful learning and problem solving. Research shows improving	Small group activities using additional staff to support and scaffold children's social and emotional skills as well as specific gaps in their learning. Supporting children to regulate their emotions and behaviours as well as	Measure using baseline and progress data of PSED against the rest of the cohort. Data from Sept 2018 continues to show the children eligible for EYPP who had

<p>self-regulation skills within young children can lead to an additional 7 months progress in the curriculum.</p>	<p>making choices in their learning. Small group work to look at using plan, do review approach.</p>	<p>been admitted to nursery as a priority the previous term or who had received 2 year funding had already made significant progress and the gap between them and the rest of the new cohort was insignificant in many areas of learning. Children who have started in the school aged 2 are transferring into main school with more self-regulation and independent skills. This means they are able to access the curriculum very quickly.</p>
<p>Limited experiences e.g. looking after a pet, baking, gardening, visits to external places.</p> <p>Recent research from Aspire 2 Charity (July 2018) concluded that limited experiences for the people of Whitley had a direct link to low aspirations and poorer outcomes.</p>	<p>Money will be used to provide resources to enable children to experience these activities e.g. plants, soil, baking ingredients, pet food etc.</p> <p>Using outside providers to enhance our curriculum and provide children with more awe and wonder opportunities e.g. living eggs, butterflies, etc. Bringing farm animals into school to enable all children to experience the farm.</p>	<p>Measure the progress of children's development in the Specific areas of the EYFS against baseline data and the rest of the cohort.</p>
<p>Significant numbers of pupils have difficulties with speech and language and this has an impact upon progress across the curriculum.</p>	<p>Partially fund a speech and language assistant to work one day per week supporting eligible children's language development and upskilling staff via modelling and indirect coaching.</p>	<p>Measure the progress of children's development in the all 3 aspects of communication strand of the EYFS against baseline data and the rest of the cohort.</p>

	EEF research shows an average 6 month additional progress when used effectively, and we would aim for children to make accelerated progress in speaking and listening from their starting points.	
Supporting parents and their children to access all areas of learning - research (EPPSE) suggests the importance of the home learning environment is the most significant indicator of a child's successful outcomes throughout their school life.	Providing regular stay and play coffee mornings have not proven successful in recent years. We are now exploring ways to use Tapestry to engage parents by suggesting a home learning extension/embedding activity for each observation. Continue to engage parents through daily contact and termly meetings.	Improved long term outcomes for children, good progress in areas addressed. Parents to feel empowered to support their child's learning.

This strategy will be reviewed throughout the year but annually with governors.

Date of next review: Sept 2020