



## Seaham Harbour Nursery School

### Early Years Pupil Premium Strategy 2019/2020

Overview of the School			
Academic Year 2019/2020 – Amount of EYPP per week per child - <b>£7.95</b>			
Total number of pupils (3/4 year olds)	Autumn 72	Spring 85	Summer 90
Total number of <b>eligible pupils</b> for EYPP	Autumn (14 weeks) 11	Spring (11 weeks) 17	Summer (13 weeks) 17
Total amount of <b>funding predicted to receive</b>	Autumn £1224.30	Spring £1486.65	Summer £1756.95
<b>Total EYPP funding predicted to receive</b>	£4467.90		

Barriers to future attainment	
In School Barriers (issues to be addresses in school such as language and communication skills)	
1	Language and Communication skills that are below age related expectations
2	Life experiences are limited
3	Curriculum areas identified upon entry are less developed (e.g. social skills, physical skills, self-help skills etc.)
External Barriers (issues which require action outside of school such as attendance)	
4	Parenting skills/knowledge of child development

Desired Outcomes		
	Desired Outcome	Success Criteria
1	Improve language and communication skills for all children	More children meeting age related expectations or better in language and communication skills by the end of the academic year
2	Widening life experiences for all children	More children meeting age related expectations or better in social, emotional and physical skills by the end of the academic year
3	Curriculum areas identified upon entry are less developed (e.g. social skills, physical skills, self-help skills etc.)	Broadening the range of activities/experiences for the children developing skills, knowledge, independence and confidence
4	Parents to be more informed/skilled and confident about their children's education and development	Parents' more informed, confident and aware of how young children learn and develop

Desired Outcome	Actions	Rationale	Impact	Monitoring
Improve language and communication skills for all children	<ul style="list-style-type: none"> <li>• Develop planning and implement S &amp; L groups using Talking Tots</li> <li>• Participation in EYPDP training programme</li> <li>• Engage in S &amp; L training</li> <li>• Purchase resources incl story/rhyme bags</li> <li>• Replenish library boxes with modern, good quality and appealing books</li> <li>• Children to visit local library regularly</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted intervention for specific children to extend vocabulary and language</li> <li>• Further develop staff knowledge and skills</li> <li>• Children enjoy using books and are engaged/motivated in sharing books</li> <li>• Develop skills in borrowing and returning books</li> </ul>	<ul style="list-style-type: none"> <li>• Improved outcomes for children by the end of the year</li> <li>• EYPP children make rapid progress</li> </ul>	Data analysis Planning books Evidence files Lesson Observations
Widening life experiences for all children	<ul style="list-style-type: none"> <li>• Implementation of Beach School work</li> <li>• Visits into local community</li> <li>• Access to cultural experiences – theatre etc</li> </ul>	<ul style="list-style-type: none"> <li>• First hand experiences in exciting/new experiences giving real life opportunities giving children more to draw upon when communicating and gain in increased confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Broader life experiences</li> <li>• Improved outcomes for children by the end of the year</li> <li>• Well-being and involvement levels improved for all children</li> </ul>	Data analysis Planning books Evidence files Displays and Documentation Parents feedback
Specific curriculum areas identified gap narrowed between EYPP and Non EYPP	<ul style="list-style-type: none"> <li>• Beach School work activities in small groups to develop well-being through access to outdoor and social skills of working together</li> <li>• Small groups visiting local community places and landmarks</li> </ul>	<ul style="list-style-type: none"> <li>• First hand experiences giving opportunities to explore different environments and experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Broader life experiences</li> <li>• Improved outcomes for children by the end of the year</li> </ul>	Data analysis Planning books Evidence files Documentation Parents feedback
Increase parental involvement, knowledge and skills	<ul style="list-style-type: none"> <li>• Family workshops</li> <li>• Story bags</li> <li>• Stay and play days</li> <li>• Information leaflets, website links etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved relationships with parents</li> <li>• Increase in parent skills and knowledge of how young children learn</li> <li>• Increase in parental interactions with children at home</li> </ul>	<ul style="list-style-type: none"> <li>• Staff give support, advice and signpost parents for help if needed</li> <li>• Parents have greater understanding of how they can support their children's learning and</li> </ul>	Feedback sheets from parent events Data analysis Evidence files

			<p>development</p> <ul style="list-style-type: none"><li>• Improved outcomes for children by the end of the year</li><li>• Well-being and involvement levels improved for all children</li></ul>	
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