



New Bridge Pupil Premium Strategy 2020-2021

September 2020 - 6 Eligible children (11%)

January 2021 -

April 2022 -

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. Numbers of children eligible to receive Pupil premium are historically low at New Bridge. We continually review our strategy throughout the year as new children join us each term (and are identified as eligible for Pupil Premium funding).

Main Barriers to Learning	How Pupil Premium will be spent	How we will measure the Impact?
<p>Readiness for Nursery- many children need support to develop active learning and independence skills when starting nursery. Children may have had extended periods at home with their parents due to COVID-19 and have not had the social experiences of visiting parks, children's centre, soft play, family etc.</p> <p>Poor self-regulation skills amongst children that impede their ability to access the curriculum- Good self-</p>	<p>Additional staff support in classrooms during the early weeks of term to provide additional support to children when separating from their carer.</p> <p>Small group activities using additional staff to support and scaffold children's</p>	<p>Measure the progress of the Physical and PSED parts of the EYFS, against baseline data and the rest of the cohort.</p> <p>Measure using baseline and progress data of PSED against the rest of the cohort.</p>

<p>regulation skills are linked to successful learning and problem solving. Research shows improving self-regulation skills within young children can lead to an additional 7 months progress in the curriculum.</p>	<p>social and emotional skills as well as specific gaps in their learning. Supporting children to regulate their emotions and behaviours as well as making choices in their learning. Small group work to look at using plan, do review approach.</p>	
<p>Limited experiences e.g. looking after a pet, baking, gardening, visits to external places.</p> <p>Recent research from a local Reading Charity (Aspire 2, July 2018) concluded that limited experiences 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 for guinea pigs etc.</p> <p>Using outside providers to enhance our curriculum (where possible) and provide children with more awe and wonder opportunities e.g. living eggs, butterflies, etc</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>Chaotic family circumstances that impact negatively on children.</p>	<p>Additional hours within the setting to support individual children who might benefit from longer hours in nursery due to their personal home circumstances.</p>	<p>Families feel supported and children able to develop resilience within the school day.</p>
<p>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.</p>	<p>We are 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.</p>	<p>Improved long term outcomes for children, good progress in areas addressed. Parents to feel empowered to support their child's learning.</p>

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

Date of next review: Sept 2021