

## Early Years Pupil premium strategy statement

This statement details our nursery's use of early years pupil premium funding to help improve the education we provide for disadvantaged children.

It outlines our early years pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of early years pupil premium had within our nursery.

### School overview

Detail	Data
School name	Natalie Parkinson
Number of children in nursery	79
Proportion (%) of children eligible for early years pupil premium	25% approx
Academic year/years that our current early years pupil premium strategy plan covers	2021-2022
Date this statement was published	November 2021
Date on which it will be reviewed	January 2022, April 2022, September 2022
Statement authorised by	Chair of Finance and Premises Committee- Jane Long
Early years pupil premium lead	Headteacher- Natalie Parkinson
Governor / Trustee lead	Jane Long

### Funding overview

Detail	Amount
Early years pupil premium funding allocation this academic year OR termly	Autumn 2021 19 children £2114 Spring 2022 23 children (estimate) £2011 (estimate) Summer 2022 24 children (estimate) £2101 Total- £6226
Early Years pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£ 6226</b>

# Part A: Early Years pupil premium strategy plan

## Statement of intent

Our ultimate objective for all children, including those who are disadvantaged, is that they are supported to achieve their full potential, while developing the skills to become lifelong learners. We want children to feel safe and secure, and to have a sense of well-being, in an environment where they can express themselves and feel valued.

Our EYPP strategy supports our children through ensuring they have high quality teaching and learning experiences, both within nursery and at home, supported by adults who understand their needs and development. Working in partnership with families, recognising their important role as their child's first educator, whilst valuing their understanding of their child, is paramount. Our strategy endeavours to support a shared understanding of how best to engage, develop and support children's play and learning, across the home and nursery environment.

Through our strategy we recognise the impact that the Coronavirus Pandemic has had on our children, including for many, the restricted access to their local environment and people within it. This has impacted on children's experiences and learning opportunities. A sense of community, and where you belong, is essential and we aim to support this through our intended outcomes for children.

Our EYPP strategy recognises the important role of the staff team, including their effective deployment. It reflects the importance of giving children individual time and attention, through increasing the number of adults present. It also highlights the importance of access to high quality on-going professional development, which is focussed around the needs of the children in our care, with a particular focus on children's self-regulation

In addition to the above, we recognise the importance of good communication and language skills and how these can impact on a child's ability to engage with those around them. We want children to be able to create relationships, communicate their needs and wishes and to access the curriculum. It is therefore important that this is a priority within our EYPP strategy.

## Challenges

This details the key challenges that we have identified among our disadvantaged children.

Challenge number	Detail of challenge
1	To support those children with delayed communication and language development.
2	To support children who find it difficult to name, understand and express their feelings and emotions. To ensure that children are effectively supported to regulate their emotions and reduce their levels of anxiety.

3	To ensure that all children have access to high quality learning experiences at home, that promote literacy, alongside all other areas of learning.
4	To ensure that children have access to rich learning opportunities that support cultural capital. The Coronavirus pandemic has impacted on children's opportunities to access, explore and learn about their local environment.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Children will confidently communicate with familiar adults and peers.	<p>High quality interactions will be observed (peer-peer, child-adult, child-carer)</p> <p>Children will effectively express their needs and wishes to those around them.</p> <p>Children will use a wide range of vocabulary within play situations.</p> <p>Children will receive appropriate targeted support from adults within the environment and through small groups.</p>
Children will be successfully supported in the area of self-regulation.	<p>Children will recognise and name some of the common emotions.</p> <p>Children will be observed to resolve simple conflict with peers whilst playing.</p> <p>Children will demonstrate improved self-esteem and wellbeing.</p> <p>Children will begin to recognise and use strategies which support co-regulation/self-regulation.</p> <p>Children will demonstrate reduced levels of anxiety, more easily managing change and requests.</p> <p>Strategies and information to support families will be shared and discussed.</p>
Children will access, and take part in, home learning opportunities which support literacy.	<p>Parents and children will access the lending library, sharing experiences that promote literacy (evidenced through parent feedback)</p> <p>Increased parental understanding of how to support literacy skills.</p> <p>Children will demonstrate an enjoyment of books, stories and rhymes within independent play and group sessions.</p> <p>Children will handle books appropriately, recognising book features.</p>
Children will develop an understanding of their local area and community.	<p>Children will regularly access visits outside of nursery.</p> <p>Children will talk positively about their local community, demonstrating knowledge and understanding, naming and recognising features.</p>

## Activity in this academic year

This details how we intend to spend our early years pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional staff employed to provide lower adult-child ratio. £3500</p>	<p>Additional staffing provides a lower child to adult ratio. This will ensure that all children receive greater attention, further extending the opportunity for high quality teaching and learning experiences.</p> <p>A higher proportion of adults within the environment supports opportunities for language development, through high quality interactions. It provides increased opportunities for role modelling and individual support.</p> <p>Increased staffing will ensure that children are effectively supported within their play, whilst promoting well-being, resilience and regulation. Children require time and space, alongside an adult who can support co-regulation.</p>	<p>1, 2, 3, 4</p>
<p>High quality training for staff team on child development, brain development and self-regulation (Identified training through Early Education, Team Teach, Restorative Approach, Zones of Regulation) £1000</p>	<p>Evidence and research suggest that an understanding of both child development, and brain development, supports a practitioner in understanding and helping children to regulate their emotions.</p> <p>A clearer picture of how the brain functions in times of anxiety and distress, helps practitioners to support children in appropriate ways. This in turn impacts on children's ability to co-regulate, and then self-regulate.</p> <p>It is important that behaviour is viewed as communication and adults are there to support this.</p> <p>Children benefit from a consistent approach from adults who care and understand them. This enables them to feel safe and secure.</p>	<p>1, 2,</p>

## Targeted support (for example small group support, one-to-one support, structured specific learning experiences)

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional staff employed to provide lower adult-child ratio in order to support planned visits into the local community e.g. visiting the Dene, beach, allotments, train station, parks and memorials. £550</p>	<p>The Coronavirus Pandemic has impacted greatly on the lives of our youngest learners, and the experiences that they have had. It has restricted their access to their environment, other people and their community.</p> <p>It is imperative that children have a sense of who they are and where they belong. It is also important that they experience new opportunities which widen their horizons.</p> <p>Providing the opportunity to explore the local environment, alongside knowledgeable adults will further develop understanding, learning and a sense of belonging.</p>	<p>1, 4</p>
<p>Funds will be used to support the cost of duck and chick hatching kits from Incredible Eggs, enabling children to experience this opportunity first hand. £450</p>	<p>Children learn most effectively from first hand experiences that promote a sense of awe and wonder and well-being.</p> <p>Being able to experience special events, such as watching a chick or duckling hatch, is something that children remember and talk about into the future. This is known through discussions with parents and those children who return to visit when they are older.</p> <p>Exciting and motivational experiences, such as chick and duck hatching, offer the opportunity to learn new vocabulary, and to develop empathy and a sense of caring. It supports teaching and learning across all areas of learning.</p> <p>This experience also enables parents and families to become involved, through observing the process directly with their child, and through accessing videos and photographs together at home.</p>	<p>1, 2, 3, 4</p>

## Wider strategies (for example, related to encouraging good attendance in preparation for statutory schooling, behaviour, wellbeing)

Budgeted cost: £750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funds will be used to support and maintain our home activity pack library, alongside developing our 'borrow a book' resource. This will include the cost of resources and the associated staffing costs.</p> <p>£500</p>	<p>Much research and evidence support the positive impact that the home learning environment can have on outcomes for children. The impact can greatly benefit both children, parents and the education setting.</p> <p>The quality and range of experiences offered to children at home, alongside adults who are motivated and interested, supports exploration, consolidation and skill and concept development. Carefully selected activities, books, poems and rhymes support both literacy and language development.</p> <p>The positive effect of supporting carers in understanding how children learn, how this learning can be supported and the positive impact of their contribution, is well documented. Partnership between home and the setting enables families to feel valued and involved, ideas to be shared and a supportive environment for learning to be created across the home and nursery environment.</p>	1, 2, 3
<p>Funds will be used to purchase books and stories that promote well-being, resilience and an understanding of emotions and feelings. These will be used as core texts, within our reading area and to support parents and children in their home environment.</p> <p>£250</p>	<p>It is widely recognised that books, and the enjoyment of them, can impact positively on children's learning, communication, literacy and understanding.</p> <p>Books offer children a way to explore different concepts, situations, experiences, feelings and emotions. Carefully selected texts, with appropriate language, enable children to make connections.</p> <p>It is our intention to create a library of books that can specifically support children in recognising and understanding feelings and emotions. This includes their own, and those of others.</p> <p>Texts will be read by adults to individual children and targeted groups, alongside the opportunity for children to re-visit them within the environment. It is well known that repeated reading impacts greatly on language development and overall learning. Having been involved in the 'Again' project, this is embedded into our practice.</p>	1, 2, 3

**Total budgeted cost: £6250**

## Part B: Review of outcomes in the previous academic year

### Early years pupil premium strategy outcomes

This details the impact that our early years pupil premium activity had on children in the 2020 to 2021 academic year.

Irregular patterns of attendance across the year 2020/21 due to Coronavirus interruptions, including a high number of 'bubble closures', high rates of staff and child absence and a period of lockdown from January to March, has impacted greatly in terms of assessing children's progress. It should also be noted that a proportion of our EYPP children did not attend across the Spring term due to parental choice and concerns over Covid-19.

Along with the above, we moved towards a less data-focused system, in line with the revised EYFS for September 2021. This has made it difficult to compare on-entry and exit data.

Although this is the case, staff worked hard to ensure that children received high quality learning opportunities, both whilst in nursery and at home, and kept in regular contact with families around individual children's learning and development. Key people captured the progress of children through a personal 'progress summary' which was shared with parents and carers. Those children, who were in receipt of EYPP funding, were seen to have made good progress across all areas of learning, particularly within the prime areas.

## Part C: Governance – monitoring the effectiveness of the Early Years Pupil Premium Strategy

*Governors should be involved in evaluating the Early Years Pupil Premium Strategy. Leaders could use the table below to briefly summarise any discussions about the effectiveness of the strategy to address the intended outcomes.*

Activity	Autumn 2021 Evaluation	Committee Date
<i>Teaching Priorities</i>		
<i>Targeted Academic Support</i>		
<i>Wider Strategies</i>		

Activity	Spring 2022 Evaluation	Committee Date
<i>Teaching Priorities</i>		
<i>Targeted Academic Support</i>		
<i>Wider Strategies</i>		

Intended Outcome	Summer 2022 Evaluation	Date
<p><i>Children will confidently communicate with familiar adults and peers.</i></p> <p><i>Children will be successfully supported in the area of self-regulation.</i></p>	<ul style="list-style-type: none"> <li>• Higher ratios of adults to children enabled time to be spent with children, engaging in quality interactions. Evidence of these quality interactions were witnessed through SLT and Governor observation.</li> <li>• Those children who required support from external agencies (SALT) were identified and referred quickly. Strategies and support was put in place with the identified children making good or outstanding progress in the area of Communication.</li> <li>• Those children who took part in language intervention groups made good progress (observation-based assessment OP&amp;L)</li> <li>• By July 2022 the great majority of children were able to communicate freely with adults within the setting (observation-based assessment OP&amp;L) Those children who were not yet able to, where those who had identified and supported SEN. These children made outstanding progress.</li> <li>• Staff received high quality training on child development, brain development and self-regulation across the year. They reported that their understanding and ability to support children vastly improved. SLT and SLA observed learnt strategies being effectively use to support children with regulation.</li> <li>• Children moving to school were able to identify and name a range of simple</li> </ul>	September 2022



<p><i>Children will access, and take part in, home learning opportunities which support literacy.</i></p>	<p>emotions, and use these to describe how they were feeling.</p> <ul style="list-style-type: none"> <li>• The great majority of children were able to follow the nursery routine, respond appropriately to adult requests and adapt to changes by the time they moved to Primary School (observation-based assessment OP&amp;L)</li> <li>• The great majority of children were able to use taught strategies to express their emotions effectively, communicating with peers and resolving conflicts</li> <li>• Parents received information and support for their children around self-regulation across the year. Strategies and techniques were discussed with individual families to support difficulties at home. Feedback received from parents was positive, reporting that they had a clearer understanding of their child's needs and how they could respond.</li> </ul> <ul style="list-style-type: none"> <li>• All children regularly accessed home learning Literacy packs, including story and poem sacks, Parent feedback and engagement was positive, with evidence shared on Class Dojo and Learning Journals.</li> <li>• Good use of Lending Library by families to borrow and share stories (Evidence in parent feedback and sign out book)</li> <li>• All children accessed high quality Literacy activities and groups within nursery- great majority of children at expected levels in Literacy when leaving for Primary School- all children made good progress (observation-based assessment OP&amp;L)</li> <li>• All children and families experienced chicks and ducks hatching in nursery. Daily interactions and updates via social media demonstrated high levels of engagement from families, including positive feedback and comments.</li> </ul>	
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<p><i>Children will develop an understanding of their local area and community.</i></p>	<p>Vocabulary and language development related to this experience was observed and recorded.</p> <ul style="list-style-type: none"> <li>• All children had the opportunity to experience visiting different areas within the local community through higher adult: child ratios. Visits included the train station, local shops and parks, the farm, the Cenotaph, beach and Dene areas, the local care home</li> <li>• Children used vocabulary and language about their local environment both at nursery and at home.</li> <li>• Theatre groups visited nursery to perform for the children, broadening their understanding of the arts and performance.</li> <li>• Local visitors came to nursery to talk to children about their role in the community.</li> </ul>	
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