

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	105
Proportion (%) of children eligible for early years pupil premium	25% approx
Academic year/years that our current early years pupil premium strategy plan covers	2022-2023
Date this statement was published	November 2022
Date on which it will be reviewed	March 2023, June 2023, September 2023
Statement authorised by	Chair of Finance and Premises Committee- Jane Long
Early years pupil premium lead	Headteacher- Natalie Parkinson
Governor / Trustee lead	Jane Long, Christine Bates

Funding overview

Detail	Amount
Early years pupil premium funding allocation this academic year OR termly	Autumn 2022 20 children £2367 Spring 2023 25 children £2399 Summer 2023 28 children (estimate) £3385 Total- £8151
Early Years pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 8151

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 importance of children accessing their local environment and the people within it. 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 literacy.

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	Communication and language development that is delayed.
2	Access to high quality learning experiences at home, that promote literacy, alongside all other areas of learning.
3	Access to rich learning opportunities that support cultural capital and a sense of community.
4	Appropriate outdoor clothing to support learning in all weathers

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 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>Regular information around supporting Literacy will be shared with parents and families.</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 a wider 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>
Children will have appropriate outdoor clothing and footwear	<p>Children will access the outdoors in all weathers</p> <p>Children will build resilience and confidence in different weather conditions</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: £200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy and pre-reading training for staff and associated resources £200	<p>The importance of literacy in early childhood is crucial to the child's future academic success. Literacy is essential to developing a strong sense of well-being and citizenship. Children who have developed strong reading skills perform better in school and have a healthier self-image. They become lifelong learners and sought-after employees.</p> <p>EEF evidence link Early literacy approaches EEF (educationendowmentfoundation.org.uk)</p>	1,2

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

Budgeted cost: £4650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staff employed to provide lower adult-child ratio. £4000	<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 targeted individual support.</p>	1, 2, 3
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. £600	<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>	1, 2, 3

<p>Funds will be used to support the cost of duck and chick hatching kits from Incredible Eggs, enabling children and families to experience this opportunity first hand.</p> <p>£500</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</p>
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Wider strategies (for example, related to encouraging good attendance in preparation for statutory schooling, behaviour, wellbeing)

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funds will be used to support and maintain our home activity pack library, and our 'borrow a book' resource. This will include the cost of resources and the associated staffing costs.</p> <p>£1500</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>	<p>1, 2, 3</p>

	EEF Evidence Parental engagement EEF (educationendowmentfoundation.org.uk)	
Provide outdoor clothing and footwear for children £1500	Children's ability to access the outdoor environment can be hindered by the lack of appropriate clothing. Outdoor play is imperative and many children have restricted access to it, therefore impacting on their development and learning. Providing children with appropriate clothing will ensure that they can equally access all opportunities and experiences. Nature Premium evidence Benefits — Nature Premium	4

Total budgeted cost: £8300

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 2021 to 2022 academic year.

Intended outcome	Detail of Impact
Children will confidently communicate with familiar adults and peers.	<ul style="list-style-type: none"> • 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. • 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. • Those children who took part in language intervention groups made good progress (observation-based assessment OP&L) • By July 2022 the great majority of children were able to communicate freely with adults within the setting (observation-based assessment OP&L) Those children who were not yet able to, were those who had identified and supported SEN. These children made outstanding progress.
Children will be successfully supported in the area of self-regulation.	<ul style="list-style-type: none"> • 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. • Children moving to school were able to identify and name a range of simple emotions, and use these to describe how they were feeling. • 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&L) • The great majority of children were able to use taught strategies to express their emotions effectively, communicating with peers and resolving conflicts • 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 form parents was positive, reporting that

	they had a clearer understanding of their child's needs and how they could respond.
Children will access, and take part in, home learning opportunities which support literacy.	<ul style="list-style-type: none"> 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. Good use of Lending Library by families to borrow and share stories (Evidence in parent feedback and sign out book) 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&L) 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. Vocabulary and language development related to this experience was observed and recorded.
Children will develop an understanding of their local area and community.	<ul style="list-style-type: none"> 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 Children used vocabulary and language about their local environment both at nursery and at home. Theatre groups visited nursery to perform for the children, broadening their understanding of the arts and performance. Local visitors came to nursery to talk to children about their role in the community.

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
Teaching Priorities		

<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>		

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