

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 | Langley Moor Nursery School |
| Number of children in nursery | 36 |
| Proportion (%) of children eligible for early years pupil premium | 17% |
| Academic year/years that our current early years pupil premium strategy plan covers | 2022-2023 |

Funding overview

| Detail | Amount |
|--|--------|
| Early years pupil premium funding allocation this academic year | £ 2052 |
| Early Years pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £2052 |

Part A: Early Years pupil premium strategy plan

Statement of intent

- Improve communication skills enabling children to make accelerated progress by the end of the year, meeting age related expectations
- Develop social, emotional and self regulation skills enabling children to make accelerated progress by the end of the year, meeting age related expectations
- To develop mathematical understanding and skills

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Communication skills that are developmentally below age related expectations (in school barrier) |
| 2 | Less developed social skills and self regulation (in school barrier) |
| 3 | Lack of appropriate clothing to access outdoor play (in school barrier) |
| 3 | Attendance |
| 4 | Poverty |

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 |
|---|---|
| Ensure EYPP have suitable outdoor clothing and footwear | EYPP children can fully access outdoor play in all weathers |
| Widen and extend children's vocabulary | Children's vocabulary is rapidly expanding |
| Children have age appropriate social skills and are ready for their next stage of education | Children are able to fully participate in age appropriate educational activities and mix with their peers |

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: £ 600 (within SLA)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--------------------------------------|-------------------------------|
| Developing language and literacy through play (CPD) | Research from EEF | 2 and 3 |
| | | |

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

Budgeted cost: £ 1800

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--------------------------------------|-------------------------------|
| Enhanced pupil teacher ratio in Autumn Term to enable development of language and social skills through play | Historical evidence from experience | 1 and 2 |
| | | |

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

Budgeted cost: £ 200

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Provide complete outdoor kit for EYPP children | Historical evidence from experience | 3 and 4 |
| Offer alternative pattern of attendance (reducing bus fares) and support with meal provision | Historical evidence from past families – improved attendance | 3 and 4 |

| | | |
|--|---|---|
| No charge for fruit and snacks for EYPP children | Poverty proofing curriculum improves attendance (The Pupil Premium by M Rowland) | 4 |
|--|---|---|

Total budgeted cost: £ 2600

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.

80% of the EYPP children left in line in the Prime areas, with the remaining 20% being children with SEND. 100% of the EYPP children had made at least good progress. Enhanced pupil teacher ratio was the most costly action, but this supported progress in all areas, and particularly the development of speech and language skills and the development of personal and social skills. An enhanced pupil/teacher ratio particularly benefited those pupils with SEND, and those children with less developed play and social skills. This cohort had a lot of children who needed support in this area, possibly due to the effect of multiple lockdowns on their social development. Actions with relatively little cost included offering alternative patterns of attendance and supporting/encouraging low income working parents to access the 30 hour free childcare. For two EYPP children in particular, once they were attending more regularly we witnessed dramatic increases in their confidence, leading to progress in all areas of learning. Although it is difficult to evidence the impact of providing a free outdoor clothing pack, and free snacks it was noted that when we did have special end of term dress up days, the attendance of EYPP children was much lower than for other children. Although we did offer to loan dress up outfits, there could be a stigma attached to asking for these. Consideration needs to be given in future to ensure special event days are accessible for all children.

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 2022 Evaluation | Committee Date |
|----------------------------------|------------------------|----------------|
| <i>Teaching Priorities</i> | | |
| <i>Targeted Academic Support</i> | | |
| <i>Wider Strategies</i> | | |

| Activity | Spring 2023 Evaluation | Committee Date |
|----------------------------------|-------------------------------|-----------------------|
| <i>Teaching Priorities</i> | | |
| <i>Targeted Academic Support</i> | | |
| <i>Wider Strategies</i> | | |

| Activity | Summer 2023 Evaluation | Committee Date |
|----------------------------------|-------------------------------|-----------------------|
| <i>Teaching Priorities</i> | | |
| <i>Targeted Academic Support</i> | | |
| <i>Wider Strategies</i> | | |