

# 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	Rosemary Lane Nursery School
Number of children in nursery	73 in total 36 - 2s 37 - 3-4s
Proportion (%) of children eligible for early years pupil premium	15% 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 Premises and Personnel committee Joanne Watson
Early years pupil premium lead	Head Teacher – Jill Jones
Governor lead	Joanne Watson

## Funding overview

Detail	Amount
Early years pupil premium funding allocation this academic year OR termly	Autumn 2021 5 children (actual) £503.35  Spring 2022 9 children in total (estimate) £906.03  Summer 2022 12 children in total (estimate) £1208.04

Early Years pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<p>(Estimate based on 5 EYPP Autumn, 4 EYPP Spring term and 3 EYPP Summer term)</p> <p>3 terms at £100.67 x 5 children  2 terms at £100.67 x 4 children  1 term at £100.67 x 3 children  = <b>£2 617.42</b></p>

## Part A: Early Years pupil premium strategy plan

### Statement of intent

Our ultimate objective for disadvantaged pupils at Rosemary Lane Nursery School is to make rapid progress in the PRIME areas of the Early Years Foundation Stage and develop the skills to become lifelong learners who have the ambition and drive to succeed.

Our EYPP strategy supports our children in nursery to extend their play and learning into the family home. It supports our children to access high quality resources in the home sharing these with families. Our strategy helps to teach parents and carers how to engage and develop their child's play and learning. We recognise parents and carers are a child's first educator and that children spend most of their time at home with their parents and carers. Therefore, supporting families understanding of how to develop their children's learning will have sustained impact.

The key principle of our strategy is working with families to develop their skills in helping their children to play and learn through this play.

In addition, we recognise how important communication and language development is in supporting children to access the nursery curriculum and engage with adults and peers at nursery and within their home environment. Without these skills children are unable to flourish and take ownership of their learning.

### Challenges

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

Challenge number	Detail of challenge
1	Language development is delayed for their developmental age
2	Our disadvantaged children find it difficult to express their emotions and feelings in an appropriate way
3	Our disadvantaged children may not have had opportunities to develop cultural capital especially during the Coronavirus pandemic.

## 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
For children to be confident communicators able to talk with peers and familiar adults.	Children will be observed to understand and use a wide range of vocabulary in their play. Children will be able to use nouns, pronouns and verbs modelled by adults in nursery. Children will be able to use past and present tenses and different word endings.
For children to self-regulate	Children will be observed dealing with conflict in their independent play. Children will be able to manage change and follow instructions given by familiar adults without becoming withdrawn or throwing a tantrum.
For children to be given opportunities to develop their wider understanding of culture in their local area	Children will experience visits outside of nursery and be exposed to visitors within nursery who will support their developing knowledge and skills for their journey into primary school and beyond.

## 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: £ 1000 (*estimate*)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staff employed to provide lower adult child ratio.	A lower staff ratio provides all children with more adult attention and scaffolding across the nursery school. This leads to more quality interactions, children observe more modelling of play and language and have role models to show them how to interact, play and become fully involved. Having more staff available allows more scaffolding in the moment.	1,2,3

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

Budgeted cost: £250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staff to use 1 afternoon per week on planned visits into the local community e.g. walk to the library, walk to the dene, go on the service bus to visit the beach	Providing children with opportunities to go into their local environment to complete planned experiences will undoubtedly open their minds to new experiences and opportunities to develop communication and language beyond the nursery environment. Providing adults who are knowledgeable in the local area and can support the visits by adding local knowledge will add to the children's experience.	1,3

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

Budgeted cost: £ 1500 *plus*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funds will maintain our activity pack lending library service (including resources and staff costs). The library contains a range of quality activities which promote learning across the Prime and Specific areas of the EYFS. These packs include instructions and all the materials to complete engaging activities in the family home environment. Examples include baking packs, physical activity game packs, reading den packs etc.</p>	<p>There has been much research done, including the EPPE and EPPSE projects (see References), showing the positive impact of the home learning environment on outcomes for children. The benefits impact on the children, families and staff of the setting.</p> <p>Children benefit by having a wider range of experiences with a wide range of interested adults, more opportunities to consolidate or refine skills and concepts or develop their ideas further, more opportunities to explore and be supported by an interested adult. They are also better able to see the connections between their home life and their life in the setting.</p> <p>Parents benefit because their knowledge of how young children learn will be deepened, ideas of ways of supporting their child are integral to developing the home learning environment. Common language is built up between the families and the setting and parents feel more involved in their child's learning. Families remain more engaged and feel valued which in turn impacts on how well children do throughout their educational career. If there are subsequent children, these all benefit as well.</p>	1,2,3

**Total budgeted cost: £ 2750**

## 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.

#### EYPP Strategy Evaluation 2020-21

Following irregular patterns of attendance across 2020-21 due to coronavirus interruptions evaluations of EYPP strategy impact have been completed through observation. We have reported on PRIME areas only.

	PSED <span>age typical</span> or <span>below</span> (by observation)		C&L <span>age typical</span> or <span>below</span> (by observation)		PD <span>age typical</span> or <span>below</span> (by observation)	
	Sept 2020	July 2021	Sept 2020	July 2021	Sept 2020	July 2021
Autumn	Child 1	Child 1	Child 1	Child 1	Child 1	Child 1
	Child 2	Child 2	Child 2	Child 2	Child 2	Child 2
	Child 3	Child 3	Child 3	Child 3	Child 3	Child 3
	Child 4	Child 4	Child 4	Child 4	Child 4	Child 4
	Child 5	Child 5	Child 5	Child 5	Child 5	Child 5
	Jan 2021	July 2021	Jan 2021	July 2021	Jan 2021	Jan 2021
Spr	Child 6	Child 6	Child 6	Child 6	Child 6	Child 6
	April 2021	July 2021	April 2021	July 2021	April 2021	July 2021
Summer	Child 7	Child 7	Child 7	Child 7	Child 7	Child 7
	Child 8	Child 8	Child 8	Child 8	Child 8	Child 8
	Child 9	Child 9	Child 9	Child 9	Child 9	Child 9

Child 1, Child 8 and Child 9 did not make age related progress due to their SEND

All children had a break in attendance in October due to a coronavirus closure

Of the 9 children – Child 1, 4, 8 and 9 attended over an irregular pattern during the national lockdown in January to March, the other 5 children did not attend during the Spring term due to parental choice.

Non- EYPP children achieved similarly across the academic year to child 2-5. The total number of children achieving age typical development in PSED on exit in July was lower than usual due to the impact of prolonged absences from nursery across the two-year pandemic and children unable to mix outside of nursery and attend social gatherings.

Child 6, 7 and 8 will attend for the academic year 2021-22 and benefit from the 21-22 EYPP strategy during this period of time.

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

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>		

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