

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	85 in total 24 - 2s 61 - 3-4s
Proportion (%) of children eligible for early years pupil premium	13% <i>[Only 3-4s eligible]</i>
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, November 2022
Statement authorised by	Chair of Finance Premises and Personnel committee
Early years pupil premium lead	Head Teacher – Jill Jones
Governor lead	Katharine Curry

Funding overview

Detail	Amount
Early years pupil premium funding allocation this academic year OR termly	Autumn 2022 8 children (actual) £805.36 Spring 2023 3 additional children (estimate) £ Summer 2023 12 children in total (estimate) £1208.04

Early Years pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	<p>(Estimate based on 8 EYPP Autumn, 3 EYPP Spring term and 3 EYPP Summer term)</p> <p>Autumn term $£100.67 \times 8 \text{ children} = £805.36$</p> <p>Spring term $£100.67 \times (8+3) \text{ children} = £1107.37$</p> <p>Summer term $£100.67 \times (8+3+3) \text{ children} = £1409.38$</p> <p>Total $£3322.11$</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 their 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 a sustained impact.

The key principle of our strategy is working with families to develop their skills in understanding how to support their child with play and learn from their activity pack.

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 children's developmental age
2	Children's emotional regulation is delayed for their developmental age
3	Children have had limited opportunities to develop understanding of themselves as part of a local community (partly due to Covid restrictions)

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. Children will be able to engage in conversation about their play with peers and adults.
For children to manage emotional regulation across a range of different experiences	Children will be observed to independently manage conflict in their self-directed play. Children will be able to manage change without becoming upset or anxious. Children will be able to follow instructions given by familiar adults without becoming withdrawn or displaying tantrum behaviour.
For children to be given opportunities to develop their wider understanding of the local community	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: £ 250 (*estimate*)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Resilience and emotional regulation training for staff and action plan to support children.	EEF evidence link https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies	2

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

Budgeted cost: £300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staff for 1 afternoon per week on planned visits into the local community e.g. walk to the village green, local schools, shop, church, go on the service bus to the library go on the service bus to visit the nature reserve	Providing small groups of children with opportunities to go into their local environment to observe the surroundings and talk about how they impact upon them and their families e.g. local school, local church etc. This will enrich the children's experiences and provide 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: £ 3000 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).</p> <p>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 completed, 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> <p>EEF link below</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</p>	1,2,3

Total budgeted cost: £ 3550.00

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.

	Aims	Outcomes
1	Children will be confident communicators	<p>All EYPP children referred to SALT were signed off by July 2022</p> <p>By July 2022 all EYPP children were able to communicate freely to key person and familiar nursery adults. (observation based assessment)</p> <p>By July 2022 all EYPP children transferring to primary school had made peer group friendships and were able to play and communicate with peers independently. (observation based assessment)</p>
2	Children will self-regulate	<p>EYPP children moving to primary school are able to use taught strategies to help work out conflict in independent play. (observation based assessment)</p> <p>All EYPP children moving to school able to manage the daily routine and follow instructions. When changes occur in the routine – e.g. Christmas, easter parties, etc children are able to understand and listen to key person and follow the adaptations without any disruption. (observation based assessment)</p>
3	Children will have accessed to cultural experiences	<p>EYPP children brought to Peterlee on service bus to by mission Christmas gifts.</p> <p>EYPP children visited village green play area with nursery staff.</p> <p>All children access theatre production for Christmas.</p> <p>Children visited local care home to deliver gifts for Easter.</p>

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>		