



Early Years Pupil Premium Action Plan Academic Year 2022-23

Early Years Pupil Premium is a supplement fund the nursery school receives to target the most disadvantaged 3 and 4 year olds. For those children who are eligible the school will receive a supplementary amount of £342 per child per year.

Autumn 2022		Spring 2023		Summer 2023	
Number of children on roll	49	Number of children on roll	62	Number of children on roll	62
Number of children eligible	17	Number of children eligible	27	Number of children eligible	27
% of cohort	35%	% of cohort	44%	% of cohort	44%
Predicted	£5,134	Predicted	£8,154	Predicted	£8,154
Annual Total					£8,154

Barriers to attainment; issues that can be addressed in school	
A	Children enter nursery with communication and language skills that are developmentally lower than age related expectations.
B	Children enter nursery without the skills to understand and regulate their emotions.
C	Upon entry children's levels of attainment are generally lower than that of their peers, particularly in maths, understanding the world and expressive arts and design.
External barriers; issues that can be addressed through partnerships	
D	Attendance issues.
E	Parental engagement with learning
Desired outcomes	
A	Improved speaking and listening skills
B	Children demonstrate positive behaviour and higher levels of emotional well-being
C	Narrow the gap in attainment between EYPP children and peers
D	Attendance to increase, in line with national average 95%
E	Improved parental engagement via, capture, termly consultations and school events.

Actions	Rationale
<ul style="list-style-type: none"> Laurel Trust Training – all staff trained on supporting children's emotional wellbeing using therapeutic strategies Termly iceberg meetings to discuss children that need extra support and share strategies All staff to model high quality interactions and speech and language skills. 	<ul style="list-style-type: none"> Staff will implement play therapy strategies to be able to support children's emotional wellbeing and self-regulation skills All staff to have a shared knowledge of individual emotional needs across the 3 and 4 year old room

<ul style="list-style-type: none"> • Vocabulary flowers on display in each area of the provision to support the use of key vocabulary. • School has achieved Communication Friendly 2-4's status. • Purchase living eggs and caterpillars during the spring and summer term. • Plan opportunities for children to explore their local environment through local visits to the park, shops, church. • Invite Brendon the music man in school to deliver traditional tales through music. • Maths training for all staff. • LG as wellbeing champion for the school. 	<ul style="list-style-type: none"> • Children to engage with staff and improve their vocabulary, sentence structure and communication and social interaction skills • Children will develop their knowledge and understanding of lifecycles through first hand experiences. • Children will develop their Knowledge and understanding of how to care for living things. • To develop children's understanding of the world – arousing their awareness of features of the local area, seasonal changes and community support groups. • To bridge gaps in children's imaginative and expressive skills, through the provision of a new experience that will allow children to experience/recreate stories through music and props, and imagination. • Develop the teaching of mathematics in school - Reflect upon and evaluate current teaching strategies and consider changes that can be made to small group and area planning to enhance learning opportunities and narrow gaps in learning. • Well-being champion to make staff aware of events and campaigns that are happening and will support children's wellbeing across the year such as Mental Health day
Actions	Rationale
<ul style="list-style-type: none"> • Language interventions used for target children – BLAST/Story Talk • Play plans for individual children who need support through free flow sessions 	<ul style="list-style-type: none"> • Interventions within smaller groups and story time sessions to develop children's language skills and build their confidence for talking • Staff to support and scaffold children's self-initiated play to have a functional outcome

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Actions	Rationale
<ul style="list-style-type: none"> ● Promote parental use of Capture by providing user guides and creating opportunities for parents to create observations outside of school. For example parents to record their child's weekend adventures with the class bear on capture. ● Opportunities for learning at home to be created through the introduction of a lending library in the 3-4yr provision. Children will have the opportunity to take home one book per week and a useful guide for reading at home will be provided for parents. ● Opportunities for parents to meet with their child's key worker to discuss learning and development on a termly basis via parental consultations. Flexible timings and a choice of a face to face or telephone consultation available to encourage parental take up. ● Family events to be held in school each term. 	<ul style="list-style-type: none"> ● Parents will have a greater understanding of what their child is learning at nursery. ● Parents are involved in learning with their children at home and can share photographs and comments via Capture. ● Develop parental engagement in learning activities. ● Develop parental knowledge around the benefits of reading on communication, language and literacy skills. ● To build firm relationships with parents and support them in identifying any concerns they may have regarding their child. Staff will promote good attendance and punctuality. ● Opportunity for parents to attend nursery with their child, meet other parents, talk informally with staff and engage in fun and interactive activities with their child.

Impact

Understanding and speaking were the lowest scoring within the prime areas of learning. To address this, we focused on the prime areas in group time planning, thinking about the skills that we wanted children to develop. Children were supported in their play also with staff working at following more of the children's interests, particularly outdoors. Children developed their play skills. They could make requests more easily in their play and made small amounts of progress in their speaking skills.

The EYPP (excluding children with high send needs) children all made good levels of attainment over the year with 73% of the children achieving age related or above. There was a 34% increase in children achieving age related or above on exit but Speaking and emotional development will remain areas focus for 23-24 with 65% achieving age related or above.

Listening and attention	Understanding	Speaking	Making Relationships	Sense of Self	Understanding Emotions	Moving and Handling	Health and Self Care
78%	87%	65%	78%	83%	65%	100%	70%

Total budget Spend: £8,154
Predicted total EYPP: £8,154
£0 topped up via school budget