

Early Years Pupil Premium Strategy Statement 2021-22

This statement details our school's use of early years pupil premium funding to help improve the attainment of our disadvantaged pupils.

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 school.

School overview

Detail	Data
School name	Caverstede Nursery School
Number of pupils in school	122
Proportion (%) of pupil premium eligible pupils	26% (32 eligible for EYPP)
Academic year/years that our current early years pupil premium strategy plan covers	2021 - 2022
Date this statement was published	December 2021 (updated May 2022)
Date on which it will be reviewed	July 2022
Statement authorised by	Debbie Hayes, Headteacher
Early Years Pupil Premium Lead	Debbie Hayes, Headteacher
Governor Lead	Pam Setterfield, Governor

Funding overview

Detail	Amount
Pupil premium funding allocation for the Autumn term	£1,856.06
Pupil premium funding allocation for the Spring term	£ 2,477.22
Pupil premium funding allocation for the Summer term	£ TBC
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£TBC

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children, irrespective of their background or the challenges they face, make excellent progress and reach their full potential across all areas of the curriculum. The focus of our early years pupil premium strategy is to support all children at risk of disadvantage in achieving these goals.

At Caverstede Nursery School we view each child as an individual, focusing on their starting points and any challenges that may impact on their attainment. Appropriate interventions for each child are carefully considered.

We strive to provide quality first teaching, an enriching and engaging environment and first-hand experiences where children can thrive regardless of any disadvantage. Funding is carefully thought out to best meet the needs of individual children.

Children's attainment, progress and potential barriers to learning are reviewed regularly, monitored to ensure funding is having a positive impact.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attainment Our assessments and observations and interactions with children indicate their attainment on entry is low.
2	Poor oral language skills Children have poor speech and language which has not been picked up by health visitors or other professionals prior to admission to school.
3	Attendance <ul style="list-style-type: none">• Previous attendance data has shown that children eligible for EYPP have a lower overall attendance rate compared to non – EYPP children.<ul style="list-style-type: none">○ 2020 – 21 – EYPP: 86% Non EYPP: 92%• Our attendance data has shown that some families do not take up the fifth session, for example if the child should attend for 2 ½ days the ½ day is often missed.• Our assessments and observations indicate that absenteeism negatively impacts disadvantaged pupils' progress.
4	Enrichment

	Lack of opportunity to engage in enrichment activities, which hinders pre reading and widens the word gap. All children aged 3-4 years have spent nearly one third to one half of their life in a pandemic. Due to this, children have had reduced opportunities to access enrichment activities and experiences with their families, we are finding they have gaps in their knowledge.
5	Parental Support Parental support of their children / parental engagement. Parents are not always aware of how to support their children at home. Some families do not access the Caverstede library on a regular basis. 50% EYPP compared with 74% non EYPP.
6	Children's Well being Our assessments including the Leuven Scales of Well-being and Involvement, observations, discussions with parents/carers have identified low well-being for some of our pupils. This affects our disadvantaged pupils.
7	Transition / School Readiness Transition opportunities, being prepared for the next stage of education to improve learning outcomes.

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
Improved learning outcomes Children eligible for EYPP are supported to improve their learning outcomes. Recorded on Target Tracker and through SEN Support.	At least 85% of children eligible for EYPP to leave nursery July 2022 at age related expectation and / or having made at least 4 steps of progress.
Improved oral language Improved oral language skills and vocabulary among children eligible for EYPP. Children's speech and language improved.	Significantly improved oral language indicated through: <ul style="list-style-type: none"> • Observations and assessments • Successful SEN Support target reviews • At least 85% of children eligible for EYPP to leave nursery July 2022 having made at least 6 steps of progress in the academic year in Communication and language
Improved Attendance To improve and sustain improved attendance for all our pupils, particularly our disadvantaged pupils. Those children who have consistent and good levels of attendance make more progress academically and socially than those who have sporadic and low attendance levels.	Sustained high attendance academic year 2021-2022 demonstrated by: <ul style="list-style-type: none"> • Working closely with parents/carers, other professionals • Reviewing attendance data of individuals and overall • Reviewing the attendance gap between children eligible for EYPP and their non-EYPP peers

	<ul style="list-style-type: none"> Parents state they have a better understanding of the importance of regular and consistent attendance
Enrichment Opportunities for all children to take part in a range of varied real-life experiences enabling them to experience and gain extended vocabulary.	Children have taken part in a range of exciting, varied experiences enabling them to learn and embed new words in a meaningful context demonstrated through: <ul style="list-style-type: none"> At least 85% of children eligible for EYPP to leave nursery July 2022 having made at least 6 steps of progress in the academic year in Communication and language Children will confidently use new vocabulary in familiar contexts Library books borrowed from the school library
Parental Support Greater parental understanding of the importance of their involvement in their children's learning and development and how to be involved. Greater parental involvement in reading to their children and instilling a love of books. More quality, age appropriate books, including core stories, provided into the homes of children, encouraging parents to read to their children.	<ul style="list-style-type: none"> How to help your child at home information given to parents Great Explorer parent / child groups offered (COVID-19 permitting) Termly data will show increased use of the school library Books given to families with children eligible for EYPP, including class core stories
Improved well-being To achieve and sustain improved well-being for all pupils in the school particularly our disadvantaged pupils.	Sustained high levels of well-being demonstrated through the use of: <ul style="list-style-type: none"> Leuven Scales of well-being and involvement throughout the academic year assessment Observations / interacting with the children
Transition / School Readiness Children and their families are supported through the transition process	<ul style="list-style-type: none"> Transition packs given to families Staff supported visits to new schools take place if required Children settle into their new schools Transfer schools offered support for children with SEND

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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Join the Early Years Professional Development Programme – ‘Building on Success’ (Jan – July 2022)	Part funded and promoted by the DfE. Delivered by Education Development Trust (staff from each classroom to take part)	1 2 5

Targeted academic support (for example, structured interventions)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group support <ul style="list-style-type: none"> Identify learning gaps and put high impact strategies in place to address them. Support children’s well-being in general, plus following being at home during the year due to COVID-19 Work with the children on a regular basis: <ul style="list-style-type: none"> In small groups Individually 	Links to Research (Education Endowment Foundation [EEF], Early Years Toolkit) <ul style="list-style-type: none"> Self-regulation strategies +5 months Communication & language approaches +6 months Early numeracy approaches +6 months Early literacy approaches + 4 months 	1 2 4
Children with SEND: <ul style="list-style-type: none"> Release the child’s Key Person to work with the child, i.e. to go on local walks, sessions in the Sensory room etc. 		1 2 4
Home Learning / Parental Engagement Resources produced to support Home Learning – this includes staff videoing stories / rhymes / activities at school / home for families to interact with at home.	Links to Research (EEF) <ul style="list-style-type: none"> Parental engagement +4 months Early literacy approaches +4 months Communication and language approaches +6 months Early numeracy approaches + 6 months Physical Development approaches + 3months 	1 2 4 5
Packs of resources posted on the child’s Tapestry online portal and delivered or posted to families		1 2 4 5
Key Person / Class teacher / Inclusion Manager supports parent/child through telephone calls / ‘Teams’ meetings / Tapestry online contact		
Core Story books - Each class has a Core Story which they re-visit regularly. We will purchase a copy of the core story for each child, eligible for EYPP, to have at home.	Links to Research (EEF) <ul style="list-style-type: none"> Parental engagement +4 months Early literacy approaches +4 months Communication and language approaches +6 months 	4 5
‘Great Explorers’ parent/child group implemented to engage parental involvement in their children’s development and learning, (if possible due to Covid-19 and staffing availability) <ul style="list-style-type: none"> 4 week parent / child story / activity workshops developing parental knowledge & confidence to support their child’s language development. 	Links to Research (EEF) <ul style="list-style-type: none"> Parental engagement +4 months Early literacy approaches +4 months Communication and language approaches +6 months Early numeracy approaches + 6 months 	4 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Extra funded hours awarded if required to improve attendance.	Links to Research (EEF) <ul style="list-style-type: none"> Extra Hours + 3 months 	1 2 3 4
Well-being Support children's well-being in general, plus following being at home during the year due to COVID-19. This may include the offer of extra funded session Leuven Scale assessments	Links to Research (EEF) <ul style="list-style-type: none"> Self-regulation strategies +5 months Social & emotional learning strategies +3 months <p>The Leuven Scale is a form of assessment developed by Ferre Leavers and his team at Leuven University in Belgium. It is a five-point scale that allows practitioners to measure children's 'emotional well-being' and 'involvement' – two vital components of learning, development and progress in children.</p>	1 2 3 4 6
Widening Life Experiences / Developing Cultural Capital 'Become a Library Explorer' scheme introduced to encourage all children within the school to use our School Library regularly with their parents/ carers. Each child in the school to receive their own book at the end of the Autumn, Spring and Summer terms.	Links to Research (EEF) <ul style="list-style-type: none"> Parental engagement +4 months Early literacy approaches +4 months Communication and language approaches +6 months Early numeracy approaches + 6 months Self-regulation strategies +5 months 	4 5
Extra books given to children for holiday period		4 5
Visit by author / illustrator on World Book day	Links to Research (EEF) <ul style="list-style-type: none"> Communication & language approaches +6 months Early literacy approaches +4 months Physical Development approaches + 3months 	2 4
Visits by artist to create artwork with all the children		2 4
Transition / School Readiness Staff supported transition visits to children's new schools if available this academic year	Links to Research (EEF) <ul style="list-style-type: none"> Communication & language approaches +6 months Early literacy approaches +4 months Parental engagement +4 months Social & emotional learning strategies +3 months 	7
Transition pack for all children / parents - Summer 2, all children will receive a 'Transition pack' to support their transition to their new school. The bag includes a picture book and support booklets for parents/carers. The picture		7

book is specifically related to 'Starting school'. Children with high level SEN will receive resources specific to their individual needs.	
Summer holiday reading pack of fiction & non- fiction picture books	4 5

Total budgeted cost: £4,333.28 (Autumn and Spring term funding)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Please see attached EYPP outcomes 2020-21
