

EYPP Strategy and Report 2022-23

Statement of intent, challenges and context

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

The national and local context shows that more families are struggling with the cost of living and referrals to food banks have substantially increased.

The COVID-19 pandemic meant that children have had reduced experiences to those which they may ordinarily have accessed ahead of starting nursery in pre-COVID times. Many have spent the majority of their young lives at home, with limited access to wider activities, including opportunities to socialise

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

When considering all children, as well as including those with EYPP, we are guided by our core vision, as well as our aims and principles. These are detailed below.

Our vision is to:

- 1/ Have high expectations and aspirations for all children.**
- 2/ Develop self-motivated, happy, considerate and confident learners.**
- 3/ Provide an inspirational and dynamic learning environment.**

AIMS

We aim to achieve our vision by:

- Providing a welcoming, happy and safe place where there is time for laughter and joy in learning together.
- Providing high quality education and care based on our professional knowledge of how young children learn.
- Offering a safe, well planned, imaginative, stimulating and challenging environment both indoors and outside where it is accepted that powerful learning often involves making mistakes.

- Encouraging and supporting children to develop a positive self-image and attitude to learning so that they can achieve their best socially, creatively, intellectually and physically.
- Forming a close partnership with parents and carers, who we value as the children's first and most enduring educators.
- Valuing each child and respecting their family and background, thus creating mutual re-spect and understanding.
- Building a strong partnership with the community, including future schools.
- Providing opportunities for children to learn through self-chosen, independent supported play, taken at their own pace.
- Encouraging children to solve problems and become independent thinkers.
- Being articulate advocates for Nursery Schools and promoting the importance of high quality foundation stage education.
- Celebrating and supporting and providing ongoing professional development for the high quality, positive and enthusiastic staff team.

PRINCIPLES

We believe that;

1. Early Years education is of value in itself. It offers children unique opportunities that are appropriate to this stage of their life.
2. Young children learn best through first hand experiences, exploration, play and talk
3. Parents are children's primary educators and partnership work is essential.
4. Effective education requires knowledgeable and skilled practitioners who understand children's developmental needs.
5. The experiences offered at Lydalls Nursery School provide a solid foundation that will enable children to take advantage of future educational opportunities.
6. Children's ethnic, faith and cultural heritage should be valued and respected. No child should be excluded or disadvantaged.
7. Each child is unique and special, with individual strengths and ways of learning, which should be valued and respected.
8. Young children learn from everything that happens to them, they do not compartmental-ise their learning.
9. The process of learning is as important as the end result.
10. The relationships that children develop with each other and the adults in the school environment directly affect their access to all areas of the curriculum.
11. Observation and assessment are fundamental to the provision of interesting, relevant and effective planning for children's learning.
12. Effective teaching builds on and develops children's interests, knowledge, understand-ing and skills.

Our use of pupil premium funding seeks to remove barriers to learning which may include one or more of the following challenges:

- Financial challenges preventing children from accessing learning resources and experiences at home. This leads to an 'experience gap'. This is an important base from which language skills develop (you need to have experience of something in order to talk about it) as well as developing a wider knowledge base.
- Language and communication development: By 3 years of age, there is a 30 million word gap between children from the wealthiest and poorest families. A recent study shows that the vocabulary gap is evident in toddlers. By 18 months, children in dif-ferent socio-economic groups display dramatic differences in their vocabularies. By 2 years, the disparity in vocabulary development has grown significantly (Fernald, Marchman, & Weisleder 2013).
- Home learning engagement with early learning activities and experiences.
- Attendance issues.

- Emotional regulation skills.
- Complex family situations – which may include housing, mental health and parental knowledge of and confidence to access support available to them
- Low attainment in the prime areas of learning.

This plan sets out our intent to reduce these barriers to learning and increase attainment in identified curriculum areas, our implementation strategy and the end of year review detailing the impact of actions taken. Additional actions may be added over the course of the academic year in response to the changing cohort as new children join the nursery.

Detailed breakdown of budget, income and expenditure are included in the appendices at the end of this document

Intent	Implementation	Review (Impact)
<p>Children with EYPP will have an enthusiasm for books and reading. This will not only support their early literacy (LIT) development, but their communication and language (CL). They will have stories which they know very well and can retell and reimagine.</p> <p>When leaving nursery, children with EYPP who have fallen behind will be catching up or will be working at age appropriate levels in these curriculum areas.</p>	<p>Children given EYPP bag containing our 5 ‘core stories’ this year, in addition to advice and tips of early reading. Core stories expanded to include 2 new books. Additional resources purchased to support this: multiple copies of books and puppets.</p> <p>Core stories are an integral part of our curriculum and are a special week at nursery. The story is a focus inside and outside at nursery, in child-led play and in group times. Links and home learning materials are provided over Facebook and through our share with parent planning. The Lydalls EYPP bag is an embedded and measurably successful intervention for our EYPP children.</p>	
<p>When leaving nursery, children with EYPP who have fallen behind will be catching up or will be working at age appropriate levels in Maths. They will be able to confidently take turns and use consolidated maths skills to play a counting based turn taking game.</p>	<p>Children’s EYPP bags contain one of our new favourite high quality Orchard maths games, which children also play frequently at nursery.</p> <p>The Lydalls EYPP bag is an embedded and measurably successful intervention for our EYPP children.</p>	
<p>Children with EYPP will be confident and proficient speakers and listeners, who can take turns in conversations and attend to what others say.</p>	<p>SPIRALS intervention group.</p> <p>Parenting Workshops, as well as individual work with Home School Link Worker</p>	

	<p>High quality first teaching, targeting children who have EYPP and/or those who are not yet working at age expected levels.</p> <p>Ensuring parents are able to access the '50 Things To Do Before You Are 5' app or website.</p>	
<p>Children with EYPP will have rich experiences, which will promote the development of their characteristics of effective learning, as well as their development across the curriculum; particularly regarding their Communication and Language, Personal Social and Emotional Development and their Understanding of the World.</p> <p>This intent reflects the increasing understanding of 'the experience gap' many disadvantaged children have, which builds on research into 'the language gap'.</p>	<p>Living Eggs visit – 2 week hatching chicks experience.</p> <p>Farm Visit – One Whole Day – farm set up in nursery garden.</p> <p>Weekly Forest school sessions. This year a member of staff will gain their level 3 Forest School qualification, enabling children to access a full and rich forest school experience on site in our forest school garden.</p> <p>EYPP money will be used to support these visits and experiences; enabling them to happen, reducing the otherwise prohibitive cost to the school or community.</p>	
<p>Where attendance is an issue, we will work with individual families to explore the causes of this, working with them to improve children's attendance.</p>	<p>Work will respond to the individual needs of each family, but could include; strengths and needs forms, informal and formal conversations, behaviour support plans and materials provided for families to use at home (e.g. visual timetables).</p> <p>Ensuring parents are able to access the '50 Things To Do Before You Are 5' app or website.</p>	

APPENDIX 1: Key to Areas of Learning

Prime Areas of Learning	PSE = Personal Social and Emotional Development
	CL = Communication and Language
	PD = Physical Development
Specific Areas of Learning	LIT = Literacy
	MA = Maths
	UW = Understanding the World
	EAD = Expressive Arts and Design

Appendix 2: EYPP Budget, Income and Expenditure

-£119.75	Balance b/f to Autumn 2022		
-£28.00	Amazon 3/10/22	Books	Core story weeks/EYPP bag
-£38.07	Amazon 30/9/22	Books	Core story weeks/EYPP bag
-£23.57	Amazon 02/10/22	Books	Core story weeks/EYPP bag
-£9.99	Amazon 02/10/22	Puzzle Blocks	Core story weeks
-£17.98	Amazon 30/9/22	Games	EYPP bag with core stories
-£71.92	Amazon 30/9/22	Games	EYPP bag with core stories
-£86.42	Amazon 02/10/22	Books	Core story weeks/EYPP bag
-£24.50	Amazon 02/10/22	Books	Core story weeks/EYPP bag
-£40.00	LC Cover AM session extra children in nursery for parenting workshop		
-£29.94	Amazon 18/11/22	Books	Core story weeks/EYPP bag
-£8.98	Amazon 17/11/22	Books	Core story weeks/EYPP bag
-£11.99	Amazon 18/11/22	Pigs	Core story weeks
£667.89	Balance c/f to Spring 2023		

£667.89	Balance b/f to Summer 2023	
-£274.79	Cosy 4/1/23	Fencing Forest School
-£6.75	Amazon 26/1/23	Books (Book Week - Bears)
-£111.43	Amazon 26/1/23	Books (Book Week - Bears)
-£4.99	Amazon 27/1/23	Books (Book Week - Bears)
-£6.38	Amazon 12/1/23	Rope F/S
-£21.99	Amazon 12/1/23	Walkie Talkies F/S
-£19.04	Amazon 12/1/23	Bow Saw F/S
-£9.00	Amazon 12/1/23	Rope F/S
-£12.00	Amazon 11/1/23	Palm drills F/S
-£6.75	Amazon 29/1/23	Books (Book Week - Bears)
-£78.93	Amazon 27/1/23	Books (Book Week - Bears)
-£3.99	Amazon 27/1/23	Books (Book Week - Bears)
-£6.80	Amazon 28/1/23	Books (Book Week - Bears)
-£9.48	Amazon 27/1/23	Books (Book Week - Bears)
-£23.53	Amazon 26/1/23	Books (Book Week - Bears)
-£14.97	Amazon 27/1/23	Books (Book Week - Bears)
-£15.18	Amazon 27/1/23	Books (Book Week - Bears)
-£25.49	Amazon 26/1/23	Books (Book Week - Bears)
-£5.08	Amazon 3/2/23	Book
-£53.58	Amazon 2/2/23	Books
-£7.99	Amazon 22/2/23	F/S
-£14.05	Amazon 23/2/23	Books
£1,033.70	Balance c/f to Summer 2023	