

Early Years Pupil Premium strategy statement

This statement details our school's use of Early Years Pupil Premium funding to help improve the attainment of our disadvantaged pupils during this academic year 2021-2022.

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 pupil premium had within our school.

School overview

Detail	Data
School name	York Road Nursery School
Number of pupils in school	120
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	Feb 2022
Date on which it will be reviewed	Sept 2022
Statement authorised by	Ruth Cotterill
Pupil premium lead	Ruth Cotterill
Governor / Trustee lead	Donna Brown

Funding overview

Detail	Amount
Early Years Pupil premium funding allocation this academic year	£2,851.52
Early Year Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£2,851.52

Part A: Early Years Pupil Premium strategy plan

Statement of intent

At York Road Nursery School we have a clear intent for our children to be eager and excited to learn. Our staff know and understand children's needs, interests and strengths, drawing on our pedagogical approach. We provide opportunities for awe and wonder through meaningful and enriching learning experiences. The impact of our high quality teaching is that children's knowledge is built up over time and prior learning consolidated through development of skills. The enhancement of our children's Cultural Capital through Forest school, workshop visitors and theme days is key. The purpose of our Early Years Pupil Premium Strategy is to ensure that each child reaches their own full potential, irrespective of their background or the challenges they face, becoming confident learners, 'School' ready for the next step in their educational adventure.

We ensure that our learning environments are secure and nurturing yet stimulating both indoors and outdoors with many open-ended opportunities for children to engage in experiences that will enable them to develop curiosity and initiate their own ideas. Resources are easily accessible so that children can be independent, boosting children's self-esteem, developing confidence and encouraging perseverance and resilience. Children develop and build relationships through the support and modelling of staff. They learn to be respectful of one another, understand diversity.

At York Road we want our children to be happy, life-long learners.

Challenges

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

Challenge number	Detail of challenge
1	Our observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are supported by national studies. Children's self-confidence and self-esteem, Personal, Social and Emotional skills have been negatively impacted.
2	From our observations, children from disadvantaged backgrounds generally have less opportunities for gaining 'cultural capital' – lacking funds to attend the theatre, visit the farm or a museum for example. This limits their life experiences and may impact on their passion for learning.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with Communication and Language skills - children's speech and their use of language, listening and attention skills - than their peers

4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
5	Internal baseline assessments indicate that maths attainment is generally below national expectations.

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
<ul style="list-style-type: none"> To promote well-being - to give compassionate, timely support to the families of our EYPP children when they are in need. 	<p>Sustained high levels of well-being by July 2022 demonstrated by:</p> <p>Qualitative data from student voice, student and parent surveys and teacher observations</p>
<ul style="list-style-type: none"> To enhance children's learning through widening children's life experiences building on their cultural capital and celebrating cultural diversity. 	<p>The majority of our disadvantaged children will have participated in enrichment experiences on offer to them throughout the year. Qualitative observations will show an increase in cultural capital.</p>
<ul style="list-style-type: none"> To support Communication and Language skills 	<p>The majority of disadvantaged pupils will meet the expected standard in Communication and Language in exit assessment data.</p> <p>Children's individual needs will be identified, if necessary referrals are made, and the appropriate support is put in place.</p>
<ul style="list-style-type: none"> To support the development of maths. 	<p>The majority of disadvantaged pupils will meet the expected standard in maths in exit assessment data.</p>
<ul style="list-style-type: none"> To develop Literacy skills, with particular focus on phonics. 	<p>The majority of disadvantaged pupils will meet the expected standard in Reading on exit assessment data.</p>

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.

Decisions on how to spend the Pupil Premium money are made as a team at designated staff meetings.

In the interests of GDPR and as agreed at our Vulnerable Groups meetings, spending of EYPP money is given in general terms below. If you wish for a more detailed break-down of EYPP spending, please apply to the school office.

Teaching (for example, CPD, recruitment and retention)

EYPP Budgeted cost: £15

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music Course	In some studies, there are some indications that programmes involving professional development for staff are associated with greater improvements.	4,5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: Cost covered by school

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We work closely with NESSie (Northherts, Emotional Health in Schools Service http://nhd-spl.org.uk/nessie.html).</p> <p>The nursery has sessions known as Sensory Trails, run by an experienced member of staff to promote alertness, stamina and calmness.</p> <p>All key staff have received training in Mindfulness and “MyHappyMind”. Practitioners use techniques with the children focusing on breathing and visualisation to promote relaxation. We have a Sensory</p>	<p>Studies suggest that: Specialised programmes targeted at children with emotional, behavioural or learning difficulties can be highly effective.</p>	<p>1</p> <p>1, 3, 4, 5</p>

<p>room adding to children's well-being (previous EYPP investment).</p> <p>Resilience Reaps Rewards training for all staff, updated regularly.</p>		<p>1,</p> <p>1,3,4,5,</p>
<p>Speech and Language enrichment group work for identified children. Visual aids, eg timelines, objects of reference. Wellcomm screening.</p> <p>Visits from Speech & Language therapists. Children are signposted to local Speech and Language 'Drop in' clinic at Bedford Rd.</p>	<p>Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p>	<p>3</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EYPP children will be offered as range of after nursery clubs free of charge when they are introduced after Christmas. These include: French, sewing, dance, messy play, science.</p>	<p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>	<p>1, 2, 3, 4, 5.</p> <p>Budgeted cost: up to £30.00 per EYPP child attending for each term</p>

<p>We purchased individual pots of Play-Doh for every child (named for each child in line with Covid safe practices) for regular “Dough Disco” These are not only great fun, but engage children in moving to music and exercise muscles the children need when early mark making in readiness for writing. These resources are used during ‘Feeling Good Week’ in February. Dough pots are also used in mindful sensory play sessions.</p>	<p>Some studies state positive outcomes: Physical development approaches aim to improve young children’s physical growth, skills and health. Activities in this area may be focused on a particular aspect of physical development, e.g. fine motor skills related to writing, or be more general, for instance, encouraging active outdoor play.</p>	<p>1</p>
<p>The school meets/contacts parents regularly (as often as needed) to find ways to support them. For example, we have offered flexible sessions and Yorkies places where this would be of benefit to families in need.</p> <p>York Road takes part in the local Christmas hamper appeal and nominated vouchers to EYPP families.</p>	<p>Parental involvement is cited by a number of studies to have a high impact for little cost.</p>	<p>1, 2.</p> <p>Minimal cost. Government vouchers and charity food banks.</p>
<p>Following the success of yearly events, the school held a ‘Messy Play Workshop’ for children and parents in September. EYPP money towards some resources.</p> <p>New water play equipment</p>	<p>The evidence base for play-based learning does indicate a positive relationship between play and early learning outcomes Positive outcomes have been identified for a range of early learning including vocabulary, reasoning and early numeracy.</p>	<p>1,2,3,4,5</p> <p>£30.00</p> <p>£150.00</p>
<p>We have a fully trained Forest School teacher on staff who co-ordinates our ‘Woodland Wednesdays’ when groups visit the nearby woods at Hitchin Boys School for Forest school activities such as den building, crafts with natural materials, tree climbing and lots of running in the woods.</p>	<p>These interventions come under Social and emotional learning (SEL) strategies and seek to improve learning and wider child development by improving children’s social and emotional skills.</p> <p>Existing evidence suggests that SEL strategies can have a positive impact on social interactions, attitudes to</p>	<p>1,2,3,4,5</p> <p>2</p>

<p>We are planning to invite parents in to talk about their occupations – online if need be. A parent visits in April/May to run a ‘Toy Surgery’, talking about her work as a Paediatrician and treating teddies with ‘minor medical problems’!</p> <p>Ark Farm visit. This is a mobile farm with goats, donkey, chickens, ducks, a dog, sheep for the children to touch, feed and ask the farmer questions.</p> <p>We are planning a musician to visit during to perform songs on the Melodium for all children.</p> <p>We may be able to resume our visits to a local day centre for the elderly, making links between York Road and the wider community.</p> <p>Following the effectiveness of last year’s spending, we will be booking Kultural Fusion, African storyteller on line. Thabani not only entertains all children with African tales involving drumming, drama and song, but provides the children with a positive role model.</p> <p>Multicultural books and resources in all areas.</p> <p>Reading in different languages, see below.</p> <p>Christmas Pantomime trip</p> <p>Cookery workshop planned for the summer. Promoting healthy eating habits.</p>	<p>learning, and learning itself. On average, children who follow SEL interventions make around three additional months’ progress in early years settings</p>	<p>2</p> <p>Budget cost: £650</p> <p>2</p> <p>1,2</p> <p>2</p> <p>Budget cost: £200</p> <p>2,3,5</p> <p>Budget cost: £70.00</p> <p>£600</p>
<p>Books in every area of the nursery, including non-fiction, comics, factual leaflets. Books outside.</p>	<p>Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to</p>	<p>5</p>

<p>We have created a cosy, home like/curiosity approach reading area for all children with sofa and cushions.</p> <p>We are talking to teachers from our neighbouring Junior school to find time for Year 5/6 children to read with our little ones. They have been brilliant in previous years and hopefully with covid restrictions lifting this can happen again.</p> <p>Parents/grandparents/members of staff with English as an additional language will be invited to come in (or online) and read stories from their culture, in their own language.</p> <p>We have introduced Core Books at York Road, linking quality texts to areas of the Characteristics of Learning for Early Years children. Every child who qualifies for EYPP funding has received a book bag containing copies of core books for the term.</p> <p>York Road holds a World Book day every year in March. Children dress up and bring in their favourite books. Book vouchers and free books are given to every child – some dual language books are given to bilingual families also.</p> <p>Story Hunt Drama workshop linked to core books.</p>	<p>date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months</p>	<p>5</p> <p>5</p> <p>5</p> <p>5</p> <p>5</p> <p>Budget cost: 174.60</p> <p>£650.00</p>
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Source for evidence: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation>

Total budgeted cost: £2800