

# EYPP Strategy Plan



This document outlines our school's use of the early years pupil premium funding to help improve the attainment of our disadvantaged children. It provides detail for how we will spend the funding for this academic year and also the impact of last year's provision for the 2021,2022 cohort.

## Overview of school information

<b>Ludwick Nursery School</b>	
Number of pupils in school	117 ( 3,4 yr olds)
Number and proportion (%) of pupil premium eligible pupils	Autumn term 22    31 children    26%
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	November 2022
Date on which it will be reviewed	March 2022/July 2022
Statement authorised by	Helen Ackerman, Headteacher
Pupil premium lead	Helen Ackerman, Headteacher
Governor lead	Sally Laflin - Lead for disadvantaged children

## Funding overview

<b>Term</b>	<b><u>Amount</u></b>
EYPP funding Autumn term 22	£3,131
EYPP funding Spring term 23	
EYPP funding Summer term 23	

## **Statement of intent**

At Ludwick Nursery School we ensure that every child has the opportunity to experience rich and engaging activities; personalised to the developmental needs and interests of our children.

We offer a balance of adult led and child-initiated learning experiences, with a focus on developing communication and language skills; positive relationships; key learning dispositions and embedding core knowledge and skills that lay firm foundations for future learning.

We are ambitious for all of our children to make the best possible progress that they can; irrespective of their background or the challenges that they face. We pride ourselves on knowing our children and their families well; we are quick to respond to needs as they arise and always look for creative solutions to support individual needs.

### ***'Together we are building a better tomorrow'***

Our school vision '*Together we are building a better tomorrow*' acknowledges the significance of the school and families working together in partnership, and the importance of all children experiencing a high-quality nursery education and the positive impact that this has on later life.

*Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.*

## Challenges

Challenge Number	Detail of challenge
1	Initial assessments indicate that many children have started the school with starting points that are lower than expected in communication and language and literacy skills
2	An increasing number children with significant additional needs require external support from professionals and highly skilled practitioners, so that they are safe to explore the curriculum and make strong progress.
3	A small number of children are experiencing vulnerable family circumstances; they need a bespoke offer which will improve attendance and support them and their families to make strong progress.

## Intended outcomes

Intended outcome	Success criteria
1 To improve children's communication, language and vocabulary	<p>Children will make strong progress from their starting point.</p> <p>Children will achieve our curriculum ambition to be an effective communicator</p> <p>Children will meet our curriculum ambition to retell some familiar stories and recite some familiar rhymes.</p> <p>Parents engage fully with the reading</p>

	curriculum.
2. To ensure that children with significant additional needs (also in the disadvantaged group) are fully supported to reach their potential	<p>Children will be provided with timely support from external professionals enabling a smooth transition to the next setting</p> <p>Children will access a tailored curriculum which provides challenge and enables progress pertinent to their needs</p>
3. To provide extended sessions which increase attendance and support progress through strong and effective relationships	<p>Children's attendance will improve; parents will understand the importance of regular attendance to secure strong progress.</p> <p>Children will achieve our curriculum ambition to have a sense of belonging and connection to the community.</p> <p>Children will be prepared for, and make a smooth transition to their next setting.</p>

### Activity this academic year

Teaching (CPD) Budgeted cost:

Activity	Evidence to support this approach	Challenge numbers addressed
Training for all staff in aspects of Froebelian practice	Most studies acknowledge the importance of professional development for all staff.	1,2,3,
First aid training all		

staff		2
Refresher training on SLCN		1,
New approach 'books, rhymes and Makaton signs		1,3

### Targeted academic support

Activity	Evidence to support this approach	Challenge numbers addressed
<b>Lifting language at Ludwick</b>	<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><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p>	1,3
Parental engagement	Approaches that aim to increase general parental engagement, for example, by encouraging parents to read with their children can have a moderate positive impact for all children. Impact on disadvantaged families tends to be lower,	1,2

	<p>however. Studies highlight the benefits of reading to children before they are able to read, and then of reading with children as soon as they are able to read. A number of studies have identified the positive impact of encouraging parents to talk with their children.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</a></p>	
Funded additional hours to support attendance	<p>There is strong evidence that there is a link between low family income and poor academic outcomes. By supporting children with free additional hours attendance will improve and parents may have an opportunity to gain employment</p> <p><a href="https://www.lse.ac.uk/business/consulting/assets/documents/closing-gaps-early.pdf">https://www.lse.ac.uk/business/consulting/assets/documents/closing-gaps-early.pdf</a></p>	1,2,3

### Wider strategies

Activity	Evidence to support this approach	Challenge numbers addressed
Forest School, cooking	<p><b>Forest Schools</b> make a difference in the following ways developing children's Confidence, Social skills, Communication, Physical skills, Knowledge and understanding</p> <p><b>Forest Schools</b>  <a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a></p> <p>Cooking</p> <p>Great Expectation Programme: 'The impact of the cookery curriculum: fostering high expectations and high performance for all' ( 2021)</p>	1,2,3

**Total budgeted cost approx. £9,000**

## **Part B: Review of outcomes in the previous academic year**

### **2021,2022 Pupil Premium Strategy outcomes**

#### **End of year attainment data:**

Our cohort last year had a small proportion of children with significant additional needs, all on the EHCP pathway.

Strong progress was made across the prime areas of learning for most children. 85% of children with low starting points left the nursery working at levels typical for their age.

Progress for many children was disrupted by Covid 19. Whilst the school remained fully open, there were high levels of absence due to illness and some sessions were reduced due to staffing shortages during the Spring term. The school worked hard to provide children and families with alternative options to access the curriculum offering a range of home learning through recorded sessions on the website, personalised home learning bags and online sessions for story and rhyme time. This blended approach was well received by parents and ensured that children's opportunities to learn and families remaining engaged with the school were highly effective even during challenging times.

Our assessment and observations showed that many children struggled with self regulation and their ability to share and take turns, this was more acute for children in the disadvantaged group. Where these needs were identified 'nurture type' interventions were set up for the summer term offering a range of personalised support including access to extended days, nurture forest school, nurture cooking and providing free school lunches.

Our assessments of all of the children show that 86% of our disadvantaged children made typical progress across the year compared to 88% for everyone else, this very small gap demonstrates the impact of our curriculum in closing the attainment gap for disadvantaged children.