

# EYPP Strategy Plan



## School overview

Ludwick Nursery School	
Number of pupils in school	Autumn 140; (113 3-4 yr olds) Spring 171; (141 3-4 yr olds) Summer 180; (147 3-4 yr olds)
Number and proportion (%) of pupil premium eligible pupils	Autumn 37 EYPP = 33 % Spring 46 EYPP = 31% Summer <b>est 48 EYPP 32%</b>
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	March 2022
Statement authorised by	Helen Ackerman, Headteacher
Pupil premium lead	Helen Ackerman Headteacher Lucy Parker Deputy Headteacher
Governor lead	Sally Laflin Lead for disadvantaged pupils

## Funding overview

<u>Detail</u>	<u>Amount</u>
<u>Anticipated EYPP allocation for this year per term.</u> A £3,700; Sp £4,600; Su. £4,800	£13,100
<u>EYPP funding carried forward form last year</u>	£0
<u>Total budget for this year</u>	£13,100

## 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 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 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 in partnership; the importance of all children experiencing a high-quality nursery education and the positive impact that this has on later life.

*‘Parental engagement in early years education is consistently associated with children’s subsequent academic success.’*

<https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement>

## Challenges

Challenge Number	Detail of challenge
1	Low levels of emotional well-being as a consequence of Covid 19
2	Delayed communication and language skills
3	Delayed physical skills
4	Delayed literacy skills
5	Vulnerable family circumstances

## Intended outcomes

Intended outcome	Success criteria
1.To support the children's emotional development	Children will be able to show resilience and self -regulation when things don't go their way.
2.To identify and support children's communication and language needs	Children's individual needs will be identified and appropriate support will be in place.
3.To support the children's gross and fine motor skills	Children will meet our curriculum ambition to develop body awareness, confidence and coordination.
4.To support the children to develop a love of reading	Children will meet our curriculum ambition to recite some familiar rhymes and retell some familiar

	stories
5. To secure strong and effective partnership with parents and carers through parental engagement activities to support their child's learning at home	Children and families will be prepared for and make a strong transition to their next setting

### Activity this academic year

Teaching (CPD) Budgeted cost: SLT planning hours £ 750 Online training £600

Activity	Evidence to support this approach	Challenge numbers addressed
Training for all staff in new EYFS and curriculum	Most studies acknowledge the importance of professional development for all staff  Studies indicate that involving parents in developing early literacy strategies can be beneficial, and ensuring that training and professional development is provided for staff when new approaches are introduced is likely to increase impact	2,3,4
Food hygiene training		1,3
TAB training		1
Reading training		4

## Targeted academic support

Budgeted cost: Resources £250; Staff support £1,000

Activity	Evidence to support this approach	Challenge numbers addressed
Welcomm	Overall studies of communication and language approaches consistently show positive benefits for young children's learning including their language skills, their expressive vocabulary and their early reading skills. On average children who are involved in communication and language approaches make can make 6 months additional progress over year. All children appear to benefit but some studies show slightly larger effects for children from disadvantaged backgrounds.	2,4
Parental engagement	Approaches that aim to increase parental engagement, for example, by reading with their children can have moderate positive impact for all children. Impact on disadvantaged families tends to be lower, however, studies highlight the benefits of reading to children before they are able to read. A number of studies have identified the positive impact of encouraging parents to talk to their children.	1,2,4,5

