

# 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.

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	Arlesdene Nursery School and Pre-school
Number of pupils in school	135 98 3 – 4 Year olds
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2023
Date this statement was published	March 23
Date on which it will be reviewed	July 23
Statement authorised by	Claire Cobain
Early Years Pupil premium lead	Lynda Lodge
Governor	James Roach

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7920
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£7920

# Part A: Pupil premium strategy plan

## Statement of intent

At Arlesdene we ensure that children are eager and excited to learn and with all staff knowing and understanding children's needs, interests and strengths. We provide opportunities of awe and wonder through meaningful and enriching experiences. Children's knowledge is built up over time and prior learning consolidated through staff knowledge and development of skills. Children will reach their own full potential, irrespective of their background or challenges they face, becoming confident learners ready for the next step in their educational journey, enhance their future success and develop a love of lifelong learning.

At Arlesdene we ensure that our learning environments are secure, calm yet stimulating both indoors and outdoors with many opportunities for children to engage in activities that will enable them to develop curiosity and initiate their own ideas. Resources are easily accessible to encourage children to be independent in a safe and nurturing environment. This boosts children's self-esteem, develops confidence and encourages perseverance and resilience knowing that can express themselves, take risks and challenges, secure in their knowledge that staff will care and support them so that they can take pride in their achievements.

Children develop and build relationships through the support and modelling of staff. They are respectful of one another, understand diversity and this is encouraged in the wider community.

Above all at Arlesdene we want our children to be happy, explore, learn and flourish and to be the best that they can be.

## Challenges

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

Challenge number	Detail of challenge
1	The number of children at age related expectations, in line with our curriculum goals, is lower in Communication & Language and Writing
2	Attendance of children

## 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
To support children's writing development	Provision and planned activities will support children's development of pre-writing skills.
To support children's communication and language	Children will meet the milestones towards our curriculum goals and be able to communicate and express their needs confidently to adults. Referrals will be made if children require more personalised support.
To encourage strong attendance	Strong attendance will develop children's personal, social and emotional needs and will provide them with the foundations to continue in their educational journey.
To engage parents with their children's learning through building strong relationships, involvement in home learning and sharing regular updates to parents on their children's learning throughout their child's focus week.	Children's attendance will improve, parents will be more informed in their child's learning and parental engagement will increase.
To support and develop children's Personal, Social and Emotional development	Children will be happy, confident and respectful of their peers.
To support children's emotional regulation skills	Children will be able to show resilience and bounce back after difficulties.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £600 for 1.5 days' staff training with Speech & Language Therapist

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Training with Speech & Language Therapists, i.e. Makaton & Intensive Interaction	<p>Training can support adults to ensure they model and develop children's oral language skills and vocabulary development.</p> <p>Makaton can support children with communication difficulties, by giving them a way to express themselves independently. Being able to communicate eases frustration and gives children confidence and independence while they develop communication and language skills.</p> <p>Intensive Interaction can support children to feel connected, like you're speaking their language and sharing their thoughts and ideas, in a way that they can understand. It can also help children to feel more aware of themselves, their bodies, the people around them and their environment.</p>	1

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

Budgeted cost: £6087.75

*£6,000 per annum for Sp & L Therapist interventions with children & Welcomm = £87.75 PA*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language therapist including ongoing Welcomm support	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	1
Parental engagement	Parental engagement in early years' education is consistently associated with children's subsequent academic success. On average, parental engagement programmes evaluated to date have led to a positive impact of approximately four additional months' progress over the course of a year.	2,3

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

Budgeted cost: £4130

*Nurture = £3890 PA, Story packs = £140 PA, Recipe bags = £100 PA*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Nurture</i>	<p>The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving. Strategies that seek to improve learning by increasing self-regulation have an average impact of five additional months' progress. A number of studies suggest that improving the self-regulation skills of children in the early years is likely to have a lasting positive impact on later learning at school, and also have a positive impact on wider outcomes such as behaviour and persistence.</p>	1,2,3
<i>Story sessions and story packs</i>	<p>Children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. Communication and language approaches used in the early years include reading aloud to children and discussing books, explicitly extending children's spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds. There is consistent evidence that reading to young children, and encouraging them to answer questions and talk about the story with a trained adult, is an effective approach.</p>	1,2
<i>Recipe bags</i>	<p>Cooking together with parents has many benefits. Developing early Maths skills including, number concept and sequencing. Communication and language is supported through listening and following pictorial instructions. Physical development is supported in particular fine motors skills, including coordination and control. Opportunities to cross the mid line in turn supports</p>	1,3

	and develops children's' literacy, reading and writing skills.	
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**Total budgeted cost: £ 10,817.75**

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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

#### *To support children's mathematical development –*

The school took part in the Early Years Quality Standard Award and achieved Gold standard. The school's key focus on narrowing the gap was to ensure that all children made good progress in their learning and development. Leaders encouraged staff to bring maths into every area as opposed to a designated place. At the end of the award it was recognised that maths provision was accessible across the whole provision and with an increased focus on staff interactions, improved outcomes for children was observed.

#### *To support children's physical development –*

The school purchased some small equipment, such as dance ribbons, balls, and balls and cones to be used outdoors to encourage upper body strength which in turn supports children's fine motor skills which is needed for writing.

A virtual assistant technology device was purchased, alongside a music subscription, which enables children to request familiar songs that they can dance along to on the outdoor stage. Adults support children to recognise the physical effect that activities have on their bodies.

To promote children's understanding of road safety, a range of cycle helmets are available for children to wear when using wheeled toys.

Recipe bags were provided to families during the school holidays, which encouraged children and families to follow a recipe and cook together. These recipes promoted healthy eating.

At the end of the academic year 20% of children reached the curriculum goal for writing and 70% of children made progress through the milestones.

#### *To support and develop children's Personal, Social and Emotional development and emotional regulation –*

We recognise the effects that the National lockdowns had during the COVID pandemic on children's PSED development and therefore ensured that staff focused on the prime



areas of learning. More emphasis was placed on our usual practices, such as strong Key Person relationships to ensure that children were always kept in 'mind' by someone who knew them extremely well, dedicated nurture sessions with the same consistent trusted adults and adopted a 'Hugge' style to our environment to promote well-being.

Children were offered sessions with the school puppy, Mabel. Children quickly developed a loving bond and strong attachment to her, time with her was precious and this quickly impacted on an improvement with attendance.

The Senior Leadership completed Therapeutic Approaches to Behaviour training. The training strengthened the ethos the school currently holds; 'that all behaviour is a form of communication'. This was cascaded to staff in everyday practice and plans are in place for the whole school to attend training and a new Managing and Supporting Children's Behaviour policy will be written.

The Lead Teacher undertook My Baby's brain training, which enhanced the Senior Leaderships expertise in understanding and supporting the importance of strong parental relationships which contributes to our strong Key Person relationships that are developed with families.

*To identify and support children's Communication and Language needs especially our most disadvantaged children –*

When Communication and Language needs were identified, Welcomm assessments were used to establish appropriate support and interventions that could be used by the children's Key Person. Referrals were also made to the Health Visiting team and strategies were put in place at home and school. When further referrals were needed to the Communication Development Clinic, supporting evidence was gathered by the SENCO.

Having recognised that children's Communication and Language needs continue to remain a priority the school plans to employ their own Speech and Language Therapist to support the children most needed.

*To engage parents with their children's learning through building strong relationships, involvement in home learning and sharing regular updates to parents on their children's learning throughout their child's focus week –*

For all disadvantaged children, 50 things to do before you're 5 cards were purchased and gifted to parents. This made parents engaging with the activities much easier and parents reported that they thoroughly enjoyed the free activities.

The recipe bags were again a huge success and parents reported how valuable these were, they kept the recipe cards and these were made over and again with their children.

At an end of year survey 84% of parents agreed that they knew how to help their child at home.

