

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	110 62 3-4 year olds
Proportion (%) of early years pupil premium eligible pupils	24 %
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2024
Date this statement was published	November 23
Date on which it will be reviewed	March 24
Statement authorised by	Claire Cobain
Early Years Pupil premium lead	Lesley Carter
Governor	Ben Conway

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7857
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£8305

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 PSED and Communication & Language
2	High level of children with Speech & Language needs

3	High level of Social, Emotional, and Mental Health needs
4	Parental anxieties

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 PSED development	Children will be happy, confident and respectful of their peers. Children will meet the milestones towards our curriculum goals.
To support children's communication & language	Children will meet the milestones towards our curriculum goals. Children will be able to communicate and express their needs confidently to adults. Referrals to our Speech & Language therapist if children require more personalised support.
To support children's SEMH needs	Children will be able recognise their emotions and manage them effectively. Children will be able to show resilience and bounce back after difficulties.
To acknowledge parental anxieties and provide support	Parents will feel supported by the school and the children's anxieties will be minimised

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: £2000

Training with the school's Speech & Language therapist & additional hours = £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff undertake training through the Early Years Professional Development Programme	Studies consistently demonstrate that professional development on staff changes practice and improves outcomes for children.	1, 2
Staff undertake training through the 'Think Equal' programme	Think Equal focuses on preventing emotional dysregulation and antisocial behaviours and attitudes, coupled with encouraging and strengthening pro-social behaviours and attitudes. The brain has a unique neuroplasticity in the Early Years and from 3 to 6 is the optimal window for neural connections to last. Research shows that it will lead to better academic prospects, improves relationships, children feeling included and decreases anxiety, anger and aggression. Increasing positive behaviour and social competence.	1,3,4
Training with the school's Speech & Language Therapist	<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</p>	1,2

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

Budgeted cost: £3082

Wellcomm = £1,320 PA, EYPP lead = £1762 PA

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech & Language therapist including ongoing Wellcomm 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 the year. All children appear to benefit from such approaches but some studies show slightly larger effects for children from disadvantaged backgrounds.	1,2
<i>Early Years Pupil Premium Lead/ Family Support</i>	Research shows that where the emphasis is put on social and emotional well-being children make all round better progress.	1, 3, 4

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

Budgeted cost: £ 4798

Well-being bags = £60, recipe bags = £150, sensory bags = £125, Story packs = £140 Nurture = £4323.

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>Well-being bags</i>	Supporting families helps to bring a calmer approach to their home life. Stronger relationships between parents and practitioners are consistently associated for better outcomes for children.	3, 4
<i>Recipe bags</i>	The involvement of parents in their children's learning activities are typically more effective with parents of very young children. Personalised messages linked to learning can promote positive interactions. Providing practical strategies with tips, support and resources i.e recipe cards and ingredients are more beneficial to children's outcomes. What parents do is more important than parents who.	1, 2
<i>Sensory bags</i>	Studies frequently highlight the positive impact of sensory toys in enhancing various aspects of child development, from cognitive skills to emotional regulation and inclusive play opportunities. Sensory toys, particularly those with tactile elements like squishy toys or stress balls, have demonstrated calming effects. They can aid in emotional regulation and self-soothing for children experiencing anxiety or stress.	2, 3
<i>Story sessions and story packs</i>	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.	1, 4

<p><i>Nurture</i></p>	<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>	<p>1, 3</p>
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Total budgeted cost: £ 9880