

# 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	141 81 3-4 year olds
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2022
Date this statement was published	December 2021
Date on which it will be reviewed	March 2022
Statement authorised by	Claire Cobain
Pupil premium lead	Claire Cobain
Governor / Trustee lead	Amy Doyle

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7076
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	£7076

## 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 is lower than the rest of the cohort in PSED, PD & Maths

2	Low levels of children's emotional well-being following previous COVID experience
3	Communication and language
4	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 mathematical development	Children will be able to meet our curriculum goals, developing their sequences of learning
To support children's physical development	Children will develop their large motor skills which in turn will develop their finer motor skills enabling an increase in mark making
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
To identify and support children's Communication and Language needs especially our most disadvantaged children.	Children's individual needs will be identified, if necessary referrals are made, and the appropriate support is in place.
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

## 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: *Training for all staff on INSET day £1162, Maths training £350*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for all staff around new EYFS and statutory guidance	Most studies comment on the importance of training and professional development, and supporting early years practitioners with the implementation of different approaches.	1
Staff training on development of early maths concepts	A number of studies also indicate that it is important for early years professionals to understand young children's mathematical development (such as the typical stages in learning to count) and to understand how to assess this development. This understanding will support the provision of more effective activities.	1

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

Budgeted cost: *½ day a week for a member of staff £2340 PA & Welcomm subscription £85 PA*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Wellcomm</i>	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	1, 3

	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.	
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.	1,3,4

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

Budgeted cost: Cover for 2 member of staff 1 day a week £5460 PA plus Nurture resources £350 PA

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Nurture</i>	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.	1,2,3
<i>Steps – behaviour support</i>	On average, all children benefit, there is also some evidence that social and emotional approaches can benefit disadvantaged children more than their peers. Improvements seem more likely	1,2,3

	when approaches are embedded regularly into activities, and when the introduction of Social and Emotional Learning approaches is linked to professional development to support and explain the strategies to staff.	
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**Total budgeted cost: £ 9747**