

Early Years pupil premium strategy statement

This statement details our school's use of Early Years pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 Early Years pupil premium had within our school.

School overview

Detail	Data
School name	Truro Nursery School
Number of pupils in school	98
Proportion (%) of Early Years pupil premium eligible pupils	9.2%
Academic year/years that our current Early Years pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2022/23
Date this statement was published	January 2022
Date on which it will be reviewed	October 2022
Statement authorised by	Helen Adams, Headteacher
Early Years pupil premium lead	Susan Thrower
Governor / Trustee lead	Stacey Sharrinton-Jenkins

Funding overview

Detail	Amount
Early Years pupil premium funding allocation this academic year	£667.80 Autumn term £715.50 Spring term TBC Summer term
Recovery premium funding allocation this academic year	£0
Early Years 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	(£ 1,383.30 + Summer term estimate £1,001.70) £2,385 estimate

Part A: Early Years pupil premium strategy plan

Statement of intent

You may want to include information on:

The Early Years pupil premium has been available for Nursery Schools since April 2015. It is additional funding to help early years settings to reduce educational difference and address any gaps that exist between disadvantaged pupils and their peers. The rate we receive £7.95 per pupil, per week. As our children are admitted at 3 points in the year we do not have an overall annual allocation and it varies term on term. At the end of the year we will update this statement with the allocation. As a Nursery School we are seeing the effects of the pandemic which are evident in most children but particularly in children who are from more disadvantaged backgrounds. Primarily the main barriers to learning this year are speech and language and communication difficulties and personal social and emotional difficulties. Some of the children on roll were born during the pandemic. Our key interventions to address educational difference focus on these two areas and are:

A whole school speech and language approach to include staff training from ICAN and updated training whenever needed and higher staff to child ratios to facilitate quality interactions (EEF preparing for Literacy).

Woodwork and Forest School in small groups to include staff training and higher staff to child ratios.

Consistent staffing in groups (previously bubbles) to prioritise attachment and the key person approach.

Challenges

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

Challenge number	Detail of challenge
1	Delayed speech and language acquisition sometimes missed by the HV 2 year check as many were conducted over the phone during lockdowns.
2	Lower than expected personal social and emotional wellbeing and development. Some of our children were born during the pandemic and have most have not had the social opportunities they might have had pre pandemic. This has affected most children but especially those from disadvantaged backgrounds.

3	Undiagnosed SEND or additional needs. Due to the lack of HV support and medical care available some of our disadvantaged families have been unable to gain the support they need to help them identify and support the needs of their children.
4	Sensory impairment

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
<i>Improve outcomes in speech, language and communication skills and development</i>	<p>Staff are equipped to support children effectively</p> <p>Early identification of need</p> <p>Swift referral to outside agencies</p> <p>Support for families in the home learning environment</p> <p>Good progress in communication and language aspects of the EYFS</p> <p>Children are prepared for the next step in their education.</p>
Improve outcomes in personal social and emotional development	<p>Staff are equipped to support children effectively</p> <p>Key person approach is deployed effectively to support attachment</p> <p>Support for families to support their children effectively.</p> <p>Good progress in personal social and emotional development</p> <p>Children are prepared for the next step in their education</p>
To support children with income related deprivation/SEND to gain the cultural capital they need to succeed.	<p>Access to quality resources which may not be available at home.</p> <ul style="list-style-type: none"> • Quality books and texts, including core texts. • Mark making resources to inspire and support mark making and early writing development • Small world resources to support the development of literacy skills.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £500 CPD, £635 to support staffing cost of ratio 1:9 rather than 1:13

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staff Training – Froebel to include child development, home learning environment; quality interactions. The importance of block play and playing with clay. Speech and language CPD e.g. Talk to your baby</i>	EEF effective use of teaching assistants EEF preparing for literacy (interactions) Froebel Trust Our research EEF preparing for literacy	1,2
<i>Forest School and woodwork</i>	Research on Forest School and Outdoor Learning. - Cambridge Forest Schools	1,2
<i>Higher staff to child ratio maintained to facilitate quality interactions</i>	EEF preparing for literacy	1,2

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

Budgeted cost: £900 (forest school TA 2 afternoons a week); £350 specialist resources to support individuals (TACPAC, clay, swing, creative resources)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>All EYPP children are prioritised for small group forest school sessions. These enhanced opportunities to engage in the natural world will increase their sense of social and emotional well-being.</i>	Research on Forest School and Outdoor Learning. - Cambridge Forest Schools	1,2
<i>All EYPP children are prioritised for small group or individual clay work</i>		

<i>sessions. These enhanced opportunities to engage with the clay will increase their sense of social and emotional well-being.</i>		
<i>Small group size group times will offer enhanced opportunities for communication and language development through discussions and sustained shared thinking. Continued focus on core text delivery</i>	EEF preparing for literacy	1,2
<i>Individualised support following children's interests to support development across all areas of learning e.g. TACPAC for SEN</i>		

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pupil wellbeing – all staff have a focus on pupil wellbeing for performance management</i>	Trauma Informed Schools UK	2
<i>Conflict resolution strategies used to support children to deal with situations</i>		1,2

Total budgeted cost: £2,385

Part B: Review of outcomes in the previous academic year

Early Years pupil premium strategy outcomes

This details the impact that our Early Years pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous Early Years pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
EEF preparing for literacy - Research school webinar	East London research school
Intensive interactions and Emotion coaching	Roosje Rautenbach – Educational Psychologist

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	None received
What was the impact of that spending on service pupil premium eligible pupils?	As above

Further information (optional)

Further strategies include:

Longer time to talk (parent teacher meetings) meetings for EYPP families which will enable practitioners to learn more about their children. This will be important so that practitioners can build the curriculum around the children's interests.