Early Years Pupil premium strategy statement for Ribblesdale Nursery School 2022/23

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	Ribblesdale Nursery School
Number of pupils in school	Autumn '22: 37 (3-4) Autumn 45 total
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021 - 2024
Date this statement was published	October 2022
Date reviewed	October 2023
Statement authorised by	Susan Allan
Pupil premium lead	Susan Allan
Governor / Trustee lead	Helen Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Autumn 22' £1134
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

'Nurturing all to inspire to learn'

At Ribblesdale Nursery School, we aspire to provide a calm, safe and nurturing environment where all children are encouraged to become independent and resilient learners and well-being is a priority. We work closely with parents, carers, and the community in order to provide meaningful, enjoyable and personalised learning experiences so that children are able to develop, consolidate and deepen their learning. We celebrate diversity and aim to provide a fully inclusive environment where each child feels valued and is able to flourish in order to achieve the highest possible outcomes.

'Inclusion is feeling wherever you are, whoever you are, this is the place for you' Lesley Staggs

We aim to provide the best start in life for all children and their families in a safe, fun and stimulating environment. We inspire and nurture our children and promote a love of learning that will carry them through to be lifelong learners.

In order for knowledge to pass from short term to long term memory it must pass through the brain's pathway many times to prevent the memory being lost (Foster 2009)

We have developed six 'Images of the Child' which reflect our aspirations for the children at the school and which provides the foundation of our pedagogical approach.

- Confident and independent with a positive approach to life and learning
- Good communicators and able to form relationships with others
- Respectful, treating everyone fairly and equally without discrimination
- Able to express their feelings appropriately, empathise and build resilience
- Able to make their own choices to keep themselves safe and healthy
- Valued and seen as an individual to promote self-worth and achieve their full potential

The school recognises that high quality teaching and early intervention is key to providing children with the best possible outcomes. Evidenced based research on early years practice provides the base to our approach to pedagogy and our knowledge of the children and families in our community. The implementation of our intent is based on research in to quality early years practice and providing strategies to teaching and learning that have demonstrated impact and support all children to become successful life-long learners. Our practice is informed using an active research

model and all staff adopt a reflective practice approach. Ongoing professional development is highly valued and effective.

Challenges

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

Challenge number	Detail of challenge
1	*COVID:* ❖ *Many of the children were unable to access their early year's provision, and many did not apply for two year funding.* ❖ *Children have had limited social interactions and not attended other groups such as toddler groups. Some children have not interacted with other children at all before coming to Nursery.* ❖ *There has been delays in providing support e.g. portage, SALT.* ❖ *Parents have been under enormous stress and the demands of supporting older siblings while schools needed to close.*
2	Significant number of children with SEND including complex medical needs
3	Children with poor regulation skills and low personal, social and emotional development
4	Delayed language and communication
5	Limited life experience beyond their home and locality.

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
Children to make rapid & sustained progress in Communication and language particularly speaking. Children will increase levels of known and used vocabulary	Children to make at least 3 steps of progress. Children widen their vocabulary and rapidly use an increasing amount of words.

	Use a variety of ways to communicate to make their needs known. Become more confident in communicating with a variety of people including adults and their peers. Environment supports the development of communication
Increased progress and attainment in PSED particularly in Building Relationships &Managing Self To support children's Emotional Development Resilience and Confidence	Children are able to understand and manage their emotions more effectively. Children build relationships with others and seek them out Children become more confident in meeting their needs and asking for help when needed. Try to persevere and bounce back when they face difficultly. Wellbeing and Involvement observed to be high.
Eligible children to have increased opportunity to access rich, real life learning experiences. Experiences of nature and the outdoors (Forest Schools) Rich enhanced learning experiences - ie visits and visitors to Nursery (linked to core stories and fascinations)	Planning is focused on the children's strengths, interests and areas identified as gaps. Continuous provision meets the identified areas, provides opportunity to practice skills to embed, and provides further opportunity for challenge. Ensure targeted children are able to experience a wide variety of opportunities such as forest school, tatty bumpkin, baking, visiting the theatre etc.
Children with special educational needs and complex medical needs to make rapid and sustained progress through a unique curriculum to meet their specific needs.	All SEND children make sustained and significant progress through effectively identifying areas to develop and setting SMART targets. Develop a nurture room area to support children who require more intervention. Children given a firm foundation to succeed throughout their school career.

Activity in this academic year (2022-23)

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: £1803

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching staff to access professional development to support their pedagogical strategies and development of the curriculum.	'Effective teaching requires considerable knowledge and skill, which should be developed as teachers' careers progress. High-quality professional development requires workplaces to be steeped in rigorous scholarship, with professionals continually developing and supporting each other so that pupils benefit from the best possible teaching' DfE Teaching staff are the most valuable resource in a school and professional development should be prioritised especially to meet the development needs of the most vulnerable children. Staff to be upskilled to support children's communication development, targeted support for communication and PSED, promoting children's well-being and regulations skills.	1, 2 Wellcomm training - £99 SEND in early Years: £85 Talk Nursery: £300 Early years and Mental Health and wellbeing conference: £219 Poetry basket £30 Whole School Inset day developing behaviour and relationships £500 Plus supply £570

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

Budgeted cost: £ 677.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
All children to have a WELLCOMM assessment.	https://www.gl-assessment.co.uk/assessments/products/wellcomm/ WELLCOMM is a known language and understanding assessment programme to support next steps in children's language development Wellcomm: £87.75 Staff release time: £80 x 3	2, 4
Targeted support is given where identified. This may be 'bubble or ginger bear', referral to SALT, individual targets	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years Children are shown to make sustained and rapid progress when targeted and timely intervention is put in place. Resources to support a rich communication environment and promote interactions with peers and imaginative play. £450	2, 4

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

Budgeted cost: £ *1100*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Through the induction support children to settle with key person, best able to meet their needs. Some children will	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning EEF study on meeting SEND needs in mainstream schools Evidence shows children settle more quickly. By starting the day in the quieter and smaller sensory room, we are better placed to meet individual needs of more vulnerable children.	1,2,3

need to be in a supportive, sensory environment in the sensory room.	Resources to support children's sensory needs and integration. £200	
Plan for opportunities to widen the children's experiences (cultural capital).	Planning is based on children's fascinations and interests. It is based on what children know and then opens new opportunities and widens knowledge. Use practitioner skills to provide additional learning e.g. music, forest school, tatty bumpkin etc. Explore further using the area where the children live, e.g. castle, theatre, shops. Invite people in to visit e.g. Doctor, Police Officer etc. Replenish and enhance forest school equipment: £100 Educational visitor puppeteer £250	5
Plan to develop children's literacy.	Carrying on from a reading focus with families last academic year. Supporting families with resources and ideas to promote both reading and communication plus other areas of learning through the loaning of book bags. Resources to extend the story loan provision: £200 Additional books and resources for the continuous provision £250 We have started to use poetry basket very successfully in 2021-22. Look to extending this provision.	

Total budgeted cost: £ *3580-75*

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 2022 to 2023 academic year.

As a school, we have developed our own curriculum over the last few years. This year we have focused in creating a curriculum that meets the needs of every child from their individual stage of development and ensures that all children are making sustained progress against the schools agreed milestones.

Each child is assessed against these milestones and next steps are agreed amongst the team and the family to work on in partnership. We document the child's learning journey and identify if a child is meeting or working towards the milestones.

The Pupil Premium children who do not have additional SEND make significant progress and it enabled us to target each child as an individual.

In the last academic year, we had a significant number of children with SEND who also were eligible for EYPP. Therefore, we needed to set up the Nurture Room as a specialist SEND provision to effectively meet the children's needs and stage of development. A great deal of work was done to develop the targeted learning plans to reflect our schools approach and reorganise the continuous provision to meet the SEND needs.

These children made excellent progress against their targets and were ready for the next stage of their education. Parents felt very well supported and resources were shared with families for example, story sacks.

A great deal of work was completed to make sure the continuous provision provided opportunities for children to practice their learning and to support further challenge. Observations show that children were highly involved and their wellbeing was high. The provision supported children's excellent behaviour and forming new relationships and cooperation with different children.

Next year we want to focus on revisiting the rhythm of the year / curriculum map to ensure it supports learning intent and meets the needs of all our children. We also are starting the Equality Mark to review and audit our provision and ensure that every child and family are represented and celebrated.

We will continue the work on creating a communication rich environment and review our core books. We have also joined the library service so we can provide a wealth of quality texts.

