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: 38 (3-4s) + 7 Spring 23: 52 (3-4s) +2 Summer 23: 64 (3-4s) + 4
Proportion (%) of pupil premium eligible pupils	Autumn Term 22: 24% Spring Term 23: 17% Summer Term 23: 17%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021 - 2024
Date this statement was published	October 2023
Date reviewed	October 2024
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	£3282
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£390.25

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

Our vision for the children, who attend our Nursery School, is for them to become valued and valuable members of the local community through nurturing their…

- **Individuality**
- *A child who feels valued and is able to make their own choices to explore, respect and expand upon their own and others' interests, beliefs and cultural identity.*
- **Confidence**
- *A child who feels comfortable to be themselves.*
- **Expressiveness**
- *A child who is able to express themselves in a wide variety of ways that feels comfortable to them. Be able to express their views of the world by having opportunity to experience arts, music and movement.*
- **Creativity**
- *A child who uses media, materials, music and movement to create interpretations of their thoughts, feelings and ideas.*
- **Imagination**
- *A child who shares their thoughts, feelings and ideas through circumstantial opportunities that a broad and rich curriculum and environment offers to them.*
- **Curiosity**

- *A child who is interested and wants to find out more, to expand on their knowledge and deepen their understanding.*

❖ **Perseverance**

- *A child who knows it is ok to give up but has confidence to bounce back, to try again and to keep going.*

❖ **Communication**

- *A child who is able to use verbal/non-verbal communication to make connections, build relationships and share their own thoughts, feelings and ide*

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, 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 (2023-24)

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: £450

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 EAL Training £50 Termly Equality and Diversity meeting Link School training Membership to Equality Mark £399

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

Budgeted cost: £ 1789

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 9 hours staff time each academic year: £129.96	2, 4
Targeted support is given where identified. This may be 'bubble or ginger bear', Attention Autism 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. 2 x staff x 1 hour per week to deliver intervention communication and language support groups £1571.30	2, 4

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

Budgeted cost: £ *1025*

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 need to be in a supportive,	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. Resources to support children's sensory needs and integration.	1,2,3

sensory environment in the sensory room.	£100	
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, 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. Hartbeeps £95	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. Additional books and resources to support curriculum development of CLL, Reading and PSED. Books to support diversity and cultural identity. Books £100 Membership to Lancashire Library Service: £825	

Total budgeted cost: £ *3264*

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 2023 to 2024 academic year.

July 2024 – All areas rag rated green and shared with Governors on 12/06/2024

On entry 2024 cohort EYPP children, (17%) of children were working at a level of development typical for their age in all areas, and 0% in PSED.

On exit:

C & L: 67% working at level typical for their stage of development

PSED: 67% working at a level typical for their stage of development

PD: 67% working at a level typical for their stage of development

Literacy: 67% working at a level typical for their stage of development

Maths: 67% working at a level typical for their stage of development

This data includes children with complex educational needs (EHCP) in place.

The attainment gap was reduced in all areas and all children met their own individual targets.