

Gainsborough Nursery School

Early Years Pupil Premium statement 2021-22

While schools must publish certain information online relating to the pupil premium grant, they do not need to publish information regarding EYPP spending.

However, we have provided this summary of how we have spent EYPP during the academic year 2021-22. 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 pupil premium strategy, how we spent the funding in the academic year and the effect that year's spending of pupil premium had within our school

School overview

Detail	Data		
Number of pupils in school	Autumn 21	Spring 22	Summer 22
	83	101	117
Number of children eligible for EYPP	12	28	32
Proportion (%) of pupil premium eligible pupils	14.4%	28%	37.4%

Funding overview

Detail	Amount
Early Year Pupil Premium funding allocation this academic year (£0.53/child/hour)	£6,430
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	£6,430

Early Years Pupil premium strategy plan

Statement of intent

Our ultimate objective is to use this additional funding to support us in raising the attendance, attainment and aspiration of our disadvantaged children, and those adversely affected by the COVID-19 pandemic, in order that they achieve as well as their non-disadvantaged peers.

This pupil premium strategy plan works towards achieving that objective by identifying barriers to the success of our disadvantaged children and implementing strategies to remove these.

Historically our school community faces barriers to learning in the following areas:

- Communication and Language
- PSED
- Oral Health
- Reading

Challenges

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

Challenge number	Detail of challenge
1	Children have poor oral health
2	Poor spoken language and literacy awareness
3	
4	
5	

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>Children with SAL needs are quickly identified and support given</i>	Children receive SALT quickly and make progress against their targets
Children understand why they need to brush their teeth and they have the right equipment and knowledge to do this	<p>Children understand why keeping their teeth clean is important</p> <p>Children know how and when to brush their teeth</p> <p>Children have toothbrushes and tooth paste</p>
Children have access to high quality, engaging reading experiences	<p>Children regularly borrow story sacks and can talk about the stories they have shared.</p> <p>All children have access to story books and resources at home</p>

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

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

Budgeted cost: £ 6430

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>SAL Therapist</i>	<p>The EEF state that Communication and Language Approaches have “high impact for very low cost, based on extensive evidence.”</p> <p>The SALT provided staff training and modelled effective ways of developing communication in class. This benefitted EYPP children at all levels of development. If a child’s progress in communication caused concern, the SALT undertook a full assessment and recommended strategies for parents to use at home and for staff to use in nursery. This particularly benefitted those children eligible for the EYPP with delayed communications skills. Children eligible for the EYPP made accelerated progress in their communication during the year. Because communication is a foundation of all learning in the Early Years, this had a wider benefit.</p>	1
<i>Provide children with toothbrushes and toothpaste</i>	<p>Poor dental health impacts not just on the individual’s health but also their wellbeing and that of their family. Children who have toothache or who need treatment may have pain, infections and difficulties with eating, sleeping and socialising.</p> <p>A quarter of 5-year-olds have tooth decay when they start school, (one in four 5-year olds in Lincolnshire.)</p>	2

	<p>Children who have toothache or who need treatment may have to be absent from school and parents may also have to take time off work to take their children to a dentist or to hospital.</p> <p>Oral health is therefore an important aspect of a child's overall health status and of their school readiness</p>	
Children have access to high quality, engaging reading experiences	<p>Using story sacks is an excellent way to create and sustain an interest in books. Children enjoy fun and interactive activities, and this is a perfect way to allow children to be more hands on during story time, stimulating their minds and imagination by bringing stories to life. It creates another dimension to the book and really allows children to make sense of what is going on in the story. Not only does a story sack encourage children to play and explore, it allows them to think creatively and provides them with opportunities to create and think critically.</p> <p>Story sacks are a way to build parent partnerships, by allowing children to take the sacks home. We are creating a way to engage with families and open up effective communication between the school and parents. We are also allowing parents to support children's speaking and listening skills at home</p>	

Total budgeted cost: £ 6,430

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Assessment data combined with teacher observations leads to the conclusion that children accessing the intervention have made accelerated progress with specific speech and language disorders. this is something that has been particularly hard to measure against the EYFS statements as the individual children presented with different types of language barrier. This is also evidenced by the reports of the speech and language therapist who documents their progress. Parents feedback in the most recent parent meetings have also supported the view that their children have made excellent progress.

Families enjoy borrowing the story sacks and the feedback from families is good. Children are able to talk about the stories they have borrowed and recall key facts. Families who do not have access to books or libraries can access free high quality stories to support early reading.

We provide toothbrushes as part of our food drop so parents can help themselves if they need one without having to ask.