

Gainsborough Nursery School

Early Years Pupil Premium statement 2022-23

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 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 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 22	Spring 23	Summer 23
	76	94	115
Number of children eligible for EYPP	21	22	32
Proportion (%) of pupil premium eligible pupils	27.6%	23.4%	27.8%
	£2,457	£2,772	£3,168

Funding overview

Detail	Amount
Early Year Pupil Premium funding allocation this academic year (£0.60/child/hour)	£8,397
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	£8,397

Early Years Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all areas of learning. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its ambition for our most disadvantaged pupils to have the most time with our most highly qualified staff, for pupils whose education has been worst affected, including non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
2	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of COVID-19 pandemic, and to a greater extent than for other pupils, particularly in the Prime Areas of Learning. These findings are supported by national studies.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including professional discussions with staff and observations.
Focus on the Prime Areas of Learning	Assessments and observations indicate significantly improved Prime Areas of Learning among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including professional discussions with staff and observations.

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: £8,397

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part payment of apprentice wages to enhance our ratios to allow our most qualified staff to work with our most disadvantaged children	<p>The EPPE studies tells us that observations on the quality of each setting, using standardised rating scales, showed a significant link between higher quality and better intellectual and social/behavioural outcomes at entry to school. For example, children in high quality centres showed more independence and reduced anti-social/worried behaviour by the time they enter primary school. The quality of the interactions between children and staff were particularly important; where staff showed warmth and were responsive to the individual needs of children, children made more progress.</p> <p>Quality makes a difference to children's development. There was a significant relationship between the quality of a pre-school centre and improved child outcomes. There was also a positive relationship between the qualifications of staff and ratings of quality. Children made more progress in pre-school centres where staff had higher qualifications, particularly if the manager was highly qualified. Having trained teachers working with children in pre-school settings (for a substantial proportion of time, and most importantly as the curriculum leader) had the greatest impact on quality, and was linked specifically with better outcomes in pre-reading</p>	1,2

	and social development at age 5	
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>	1,2

Total budgeted cost: £ 8,397

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes for 2021-22

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.