



## **LMNS Federation Early Years Pupil Premium (EYPP) and Deprivation Funding Report Gainsborough Nursery School and Wyndham Park Nursery School**

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 2023-24. This statement details how our schools use early years pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our EYPP strategy, how we have spent the funding in the academic year and the effect that year's spending of pupil premium had within our schools.

Lincolnshire County Council also have a deprivation supplement for all Early Years Providers to support deprived or vulnerable children accessing their universal funding in the setting.

The purpose of the funding is to increase learning opportunities and experiences for these children, to match or exceed those of their peers.

A snap shot of children attending in October using IDACI postcode banding is used as a means of calculating the amount of deprivation funding the setting will receive in the following financial year. It is not allocated to particular pupils but it is expected to represent a typical cohort at each setting. The following are suggestions from LCC on how settings might decide which children are disadvantaged:

- Children who may have had no involvement before they arrive to access their Early Years Entitlement
- Summer born children
- Underachieving boys
- Children with English as an Additional Language
- Children from low income families
- Armed Forces' families
- Children with a disability and /or special need
- Children from minority ethnic groups (including travelers, refugees and asylum seekers)
- Children in care
- Children on a plan (TAC, Child In Need, Child Protection)
- Children from disadvantaged and socially excluded groups (such as families with a parent who is homeless, a teenager, mentally ill, disabled, misusing substances)

## 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 EYPP and deprivation funding strategy is to support disadvantaged pupils to achieve that goal.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. The prime areas of learning—Personal, Social and Emotional Development (PSED), Communication and Language, and Physical Development—are the most important focus for vulnerable children in the early years because they form the foundation for all future learning and development.

These areas are crucial for building a child's capacity to learn, form relationships, and thrive in a social environment.

PSED helps children understand themselves and others, manage emotions, and develop social skills. Effective communication and language skills are essential for children to express their needs, understand instructions, and interact with peers and adults. Physical development supports overall health and well-being, enabling children to explore their environment and participate actively in play and learning.

For vulnerable children, who may already face additional challenges, focusing on these prime areas ensures they develop the resilience, confidence, and foundational skills necessary to benefit fully from subsequent educational experiences and achieve their potential.

## Summary of Challenges

### Communication and Language

1. **Limited Exposure to Rich Language Environments:** Research indicates that children from low-income families often hear fewer words and less complex language compared to their peers from higher-income families. This disparity can lead to significant gaps in vocabulary and language skills by the time children enter school .
2. **Listening and Attention Difficulties:** Studies show that children experiencing socio-economic disadvantages are more likely to have difficulties with attention and listening skills, which can affect their ability to engage in and benefit from educational activities.

### Managing Emotions

1. **Emotional Instability Due to Stress:** Research highlights that children who experience early adversity, such as trauma or inconsistent caregiving, are at higher risk for emotional regulation difficulties. These children often show increased levels of stress and anxiety, which can manifest in behavioural issues .
2. **Lack of Role Models and Guidance:** According to studies, children who do not have stable, nurturing relationships often struggle to develop the social-emotional skills necessary to manage their emotions effectively. This can hinder their ability to form positive relationships and navigate social situations .

## Physical Development (Gross and Fine Motor Skills)

1. **Limited Access to Stimulating Environments:** Research suggests that children from disadvantaged backgrounds may have fewer opportunities for physical play and exploration. This lack of access can delay the development of gross motor skills, such as running, jumping, and climbing, as well as fine motor skills, like manipulating small objects .
2. **Impact of Socio-Economic Status on Motor Development:** Studies have found that socio-economic status can significantly influence children's motor development, with those from lower-income families often showing delays in both gross and fine motor skills due to limited resources and opportunities for physical activities .

These research findings underscore the importance of focusing on the prime areas of learning for vulnerable children, as addressing these challenges early on can help mitigate long-term developmental delays and support overall well-being and academic success.

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2. Brooks-Gunn, J., & Duncan, G. J. (1997). The Effects of Poverty on Children. *The Future of Children*, 7(2), 55-71.
3. Shonkoff, J. P., Garner, A. S., & The Committee on Psychosocial Aspects of Child and Family Health et al. (2012). The Lifelong Effects of Early Childhood Adversity and Toxic Stress. *Pediatrics*.
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5. Gabbard, C. (2008). Windows of Opportunity for Early Brain and Motor Development. *Journal of Early Childhood Education*.
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## Overview of EYPP 2023/24

### Gainsborough Nursery School

	Autumn Term	Spring Term	Summer Term
3 & 4 Year Olds	12 x £0.66/h	15 x £0.66/h	27 x £0.68/h*
2 Year Olds**			18 x £0.68/h*
Total EYPP Funding received	£1,588	£1,307	£5,630
LCC Deprivation Funding expected/received	£7,172	£6,030	£7,238
Total expected funding for the academic year	<b>£28,965</b>		

### Wyndham Park Nursery School

	Autumn Term	Spring Term	Summer Term
3 & 4 Year Olds	16 x £0.66/h	20 x £0.66/h	27 x £0.68/h*
2 Year Olds**			4 x £0.68/h*
Total EYPP Funding received	£2,160	£2,205	£3,558
LCC Deprivation Funding expected/received	£1,242	£1,045	£1,980
Total expected funding for the academic year	<b>£12,190</b>		

\* estimated funding as this is paid monthly in arrears for eligible children

\*\* Two year olds only became entitled to receive EYPP in April 2024

## How we spent our EYPP and Deprivation funding in 2023/24

### Activity

All of our EYPP and Deprivation funding goes towards the cost of employing apprentices to allow enhanced support for vulnerable children

### Rationale

**Enhanced Support for Vulnerable Children:** By employing apprentices, we can free up our most experienced and qualified staff to work directly with vulnerable children who benefit the most from their expertise.

**Capacity Building:** The presence of apprentices increases overall staff capacity, enabling more individualised and small group interventions.

**Sustainability:** Investing in the training of apprentices hopefully builds a pipeline of skilled professionals who can contribute to the high-quality care and education in the future.

**Professional Development:** Our qualified staff have the opportunity to mentor the apprentices, further enhancing their leadership and coaching skills.

### Impact

Since employing apprentices, we have observed several positive impacts:

1. **Improved Staff-to-Child Ratios:** The additional staffing has allowed for lower adult-to-child ratios, ensuring more personalised intervention and support for each child.
2. **Targeted Interventions:** Qualified staff have been able to implement targeted interventions for vulnerable children, addressing specific learning needs and promoting better educational outcomes.
3. **Enhanced Learning Environment:** With the apprentices assisting in daily activities and routines such as snack preparation and nappy changing, the more qualified staff in the learning environment have become more dynamic and are able to react more quickly to support learning.
4. **Professional Growth:** The apprentices have shown significant progress in their professional development, gaining valuable skills and knowledge through hands-on experience and mentorship from qualified staff.

### Case Studies showing the positive impact of EYPP and Deprivation Funding on Vulnerable Children

#### Child A

One of the children who benefited from this is Child A, a four-year-old EYPP child with identified speech and language delays. With the additional support from our qualified staff, Child A received focused, small group sessions that incorporated evidence-based strategies for language development. Over the past year, Child A has shown significant improvement, with their speech therapist noting significant advancements in their communication skills. This progress has also positively impacted their social interactions and overall confidence.

## **Child B**

Child B, a three-year-old child, was identified as having significant behavioural challenges, including frequent outbursts, difficulty following routines, and challenges with peer interactions. These behaviours were impacting their ability to engage in learning activities and form positive relationships with their peers.

With the employment of the apprentice funded by the Early Years Pupil Premium (EYPP), our most qualified staff members were able to dedicate more time and resources to Child B. These interventions were wide ranging and included:

**Individualised Support Plan:** An experienced early years educator developed an individualised support plan for Child B, focusing on positive behaviour reinforcement, structured routines, and social skills development.

**One-on-One Sessions:** The experienced staff then provided some consistent one-on-one support, helping Child B navigate daily routines and activities, which provided them with a stable and predictable environment.

**Parental Involvement:** The staff could be released due to the enhanced ratios to regularly meet with Child B's parents, offering strategies to reinforce positive behaviours at home and creating a consistent approach between home and nursery.

The impact of these targeted interventions has led to a reduction in behavioural incidents. The structured support and consistent reinforcement of positive behaviours have helped Child B manage their emotions and actions more effectively. Child B has begun to form positive relationships with their peers and become more engaged in learning activities.

Child B's parents have reported improvements in their behaviour at home as well. The strategies and consistent approach between home and the early years setting have created a supportive environment that has contributed to Child B's overall development.

## **Child C**

Child C, a four-year-old, was identified as having delays in gross motor development. Child C has limited access to safe outdoor spaces and they do not have access to a garden. As a result, Child C struggled with activities that required running, jumping, climbing, and balance.

The enhanced ratios meant that staff were able to deliver focused daily intervention focusing on activities that encourage running, jumping, and climbing. These sessions were designed to gradually build Child C's strength, coordination, and confidence. We provided Child C's parents with resources and guidance on incorporating physical activities at home. This included simple exercises and games that could be done indoors or in small outdoor spaces, promoting consistency and reinforcement of skills learned at nursery.

Child C has shown noticeable improvements in strength and coordination. They are now able to run with greater ease, jump with both feet, and climb playground equipment with confidence. Child C is more actively participating in group activities that involve physical play. This has also positively affected their social interactions, as they can now engage more fully with peers. The progress Child C has made in physical abilities has boosted their confidence

and self-esteem. They are more willing to try new activities and less fearful of physical challenges. Child C's parents have reported observing significant improvements in physical abilities at home. They have also noted that Child C seems happier and more energetic, enjoying the new activities they can do together.

## **Conclusion**

Employing apprentices using EYPP and deprivation funding has proven to be a highly effective strategy for supporting vulnerable children in our settings. The increased capacity and ability to deploy qualified staff where they are needed most have led to measurable improvements in children's learning and development outcomes. This investment not only addresses immediate needs but also contributes to the long-term sustainability and quality of our early years provision.

By continuing to allocate EYPP funding towards initiatives that enhance staff capacity and expertise, we are committed to providing the best possible start for all children, particularly those who are most vulnerable.