

Early Years Pupil premium strategy statement – Kintore Way Nursery School

This statement details our school's use of early year's 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	173
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	1 st December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Rebecca Sherwood
Early Years Pupil premium lead	Rebecca Sherwood
Governor / Trustee lead	Fayola Duncan

Funding overview

Detail	Amount
Early Years Pupil premium funding allocation this academic year	£24,966
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£24,966

Part A: Early years pupil premium strategy plan

Statement of intent

Our assessment on entry show a significant number of children are working below the level expected for their age and need additional support to ensure they are 'on track' in their learning and development by the time they start primary school.

EYPP lists are finalised in January of each academic year, last academic year 37% of our EYPP children had SEN/D.

We have also found that children who are unable to self-regulate or co-regulate their emotions need much more support within the classroom environment.

Challenges

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

Challenge number	Detail of challenge
1	Children have significant emotional needs and find regulating emotions difficult
2	Children have limited vocabulary
3	Children can find it hard to maintain their attention
4	Children have limited life experiences

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
1.Children can regulate their emotions with the support of an adult	Children are able to say "Stop" "Don't do that, I don't like it." Adults can use emotion coaching strategies to help calm children. Staff use social stories Staff have a 'Tool kit' of strategies which support children who are dysregulated. (playfulness, distractions, limit setting etc.)

2.Children know some rhymes and stories really well	Children can sing some songs and retell some stories and enjoy sharing books and singing.
3.Children can maintain their attention during small group sessions	Children can look at items during bucket time. Children can participate during small group sessions. Children can join in singing activities. Small group times are active, multi-sensory and engaging.
4. Children experience cooking, sewing and woodwork, fire bowls, trips out where possible	Children are able to talk about how to make things. There is a clear progression in skills for the children. Children are motivated and develop and use vocabulary linked to these areas.

Activity in this academic year

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: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff INSET Behaviour- emotion coaching -Tamsin Grimmer	Co-regulation techniques develops children's ability to self -regulate	1 and 2

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

Budgeted cost: Part Funded SEN/D TA salary £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Team around the Child/ Family meetings ensure a 'plan, do review' approach for children identified with additional needs	<p>Integrated working bests supports children and families who might need extra support.</p> <p>Meetings identify what is working well and what are we worried about.</p> <p>Class teachers, key people and parents are involved in identifying and implementing strategies to support children's learning and development.</p>	1,2,3
Small group activities focused on core books and rhymes	<p>Stories and songs are brought to life through activities and children regularly have stories read to them by adults.</p> <p>Children learn songs in a range of ways and in particular through well-resourced music areas.</p>	2,3
A number of children receiving EYPP have identified social communication needs or diagnosed Autistic Spectrum Condition	<p>Staff use a range of communication strategies . Sensory toolkits are used. Sensory toys and available.</p> <p>Additional staff support children's needs and deliver interventions such as; bucket time, people games, intensive interactions, PECS and TEACCH.</p>	4
Rich first hand experiences will foster curiosity, expand children's vocabulary and build confidence	<p>Hands on cooking opportunities provide cross curricular links and expose children to a wide range of vocabulary as well as developing physical skills.</p> <p>Sewing and woodwork develops hand and eye co-ordination and concentration.</p>	4

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

Budgeted cost: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Deputy Head offers individual support for parents	Improved attendance, families accessing early help when needed, families coming off CP plans.	1
Families are sign posted to the Children's centre services	Families have their needs met through the Southwark's Early Help offer.	1

Total budgeted cost: £ 25,000