

GLOUCESTER NURSERY SCHOOL

EARLY YEARS PUPIL PREMIUM – 2022 - 2023

Aim: To develop an inclusive strategy to support children in receipt of Early Years Pupil Premium at Gloucester Nursery School

Academic Year: 2022 - 2023	EYPP Funding for 2022 -2023 £2394
Date of most recent EYPP Review: December 2022	
Number of 3 and 4 year olds attending the nursery 2022 - 2023: 45 Number of children in receipt of EYPP: 7 children	Target Expenditure: <ul style="list-style-type: none"> • One to one or small group support to develop self-confidence and self- esteem; communication and speaking; social skills and early learning skills • Enrichment experiences that will enhance learning opportunities.

Baseline Data for Children from September 2022 (Gathered in October 2022 Children in receipt of EYPP)

	PSED	C&L	PD	M	L	U of W	EAD
On Track	4 57%	4 57%	5 71%	4 57%	4 57%	3 43%	4 57%
Not yet on track	3 43%	3 43%	2 29%	3 43%	3 43%	4 57%	3 47%

Some Recognised Barriers:

- Parental engagement, support at home and educational aspirations
- Lack of access to online learning and parental support during school closure
- Low levels of oral language and vocabulary which impacts on children's access to all areas of the learning and the curriculum
- Social, emotional and mental health issues that could impact on academic progress
- Low attendance rates; consistency in attendance, including lateness which impacts on progress due to missed/part sessions
- Difficulties at home (Eg involvement with Social Services, CP Plans, CIN plans, LAC and history of domestic violence, limited support from home) and require additional support.

Attendance for children in receipt of EYPP:

Attendance Rates	Children in receipt of EYPP	Non EYPP children
2021 - 2022	79.04%	85.31%
2020 - 2021	90.6%	92.2%
2019 - 2020	Not available	Not available
2018 - 2019	90.9%	84.8%
2017 - 2018	91.4%	85.23%

Desired Outcomes:

- Children in receipt of EYPP continue to feel safe and happy at the nursery and have the opportunities to talk about any worries/difficulties they have
- Practitioners will identify and support the individual needs of children in receipt of EYPP.
- To ensure all children receiving EYPP make expected good progress based on their starting points.
- To ensure that children who need to make accelerated progress are identified and interventions are put in place.
- Quality learning and teaching occurs in all of the provision at Gloucester Nursery School.
- Learning environments indoors and out continue to promote language and vocabulary and all children have opportunities to access to this
- Continued engagement of families.
- Attendance rates improve to in-line with national expectations of 96%
- To narrow the gap between children's attainment.

1. <u>Quality of teaching for all</u>													
Desired outcome:	Arrangements	Evidence rationale for this	Implementation	Responsibility	Evidence and Review								
For children to be settled and happy at nursery and to receive support with their learning and development, to reach their potential	<ul style="list-style-type: none"> Improve attendance of children in receipt of EYPP funding by continued discussions with parents/carers 	<p>Consistent attendance supports children's outcomes</p> <p>Attendance data:</p> <table border="1"> <tr> <td>2021-2022</td> <td>79.04%</td> </tr> <tr> <td>2020-2021</td> <td>90.6%</td> </tr> <tr> <td>2019-2020</td> <td>Not Available</td> </tr> <tr> <td>2018 -19</td> <td>90.9%</td> </tr> </table>	2021-2022	79.04%	2020-2021	90.6%	2019-2020	Not Available	2018 -19	90.9%	Office staff to follow up any absence and report to Headteacher	Headteacher to monitor and report to Governors	<ul style="list-style-type: none"> Improvement in attendance over the course of the year Increase in well-being and involvement levels
2021-2022	79.04%												
2020-2021	90.6%												
2019-2020	Not Available												
2018 -19	90.9%												
Language intervention groups led by members of staff	<ul style="list-style-type: none"> Over the course of the week, identified children will work either on a one to one basis or in a small group with a member of staff Continue to develop language and vocabulary by planning experiences based on Tales Toolkit on a fortnightly basis 	Engaging with parents/carers will improve attendance and support children's achievements	<p>Early Years Assistants</p> <p>Headteacher to reiterate to parents the importance of regular attendance</p> <p>Enrichment activities Eg visits</p>	<p>Family Workers and Headteacher to plan</p> <p>Headteacher to monitor</p>	<ul style="list-style-type: none"> Attainment and progress across the Foundation Stage particularly in Personal Social and Emotional Development and Communication and Language Increase in well-being and involvement 								

<p>All children will have a rich, exciting and varied curriculum including visiting the local community or through visitors to the nursery school</p> <p>Parents and families respond well to appropriate targeted school support and outside agency support</p>	<ul style="list-style-type: none"> • Arrange visits in the local community and further afield in order to stimulate language development and self confidence • Over the course of the year, experiences will be arranged that relate to children's interests. • Headteacher and Senior Family Worker (DSLs) to work with families having issues at home and involve outside agencies when required. • Children and families affected by COVID-19 to access support where needed. 	<p>Visits to the community will enhance and support the curriculum for all the children (this will be dependent on restrictions due to COVID-19)</p> <p>Children and families identified and appropriate support is put into place and monitored by the termly DSL and DDSL. Parents attending and engaging with meetings and actions.</p>	<p>into the community (£2,394)</p> <p>Safeguarding meetings termly with DSLs Feedback from parents at meetings</p>	<p>Headteacher in liaison with the School Business Manager will arrange enrichment experiences/opportunities</p> <p>DSL and DDSL</p>	<ul style="list-style-type: none"> • Attainment and progress across the Foundation Stage particularly in Personal Social and Emotional Development and Communication and Language • Increase in well-being and involvement • Engagement of families at meetings and with external services • Engagement with families in supporting their children's learning and development • Attendance rates improve
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Measuring the impact of EYPP:

The Headteacher will monitor the progress of EYPP children regularly from the tracking data (once a term). Discussions with Family Workers regarding the interventions children are receiving and the impact they are having on the children's progress are adjusted accordingly, interventions are monitored to ensure that they are supporting children's progress.

Baseline - Cohort 2022-2023:

The 2022 - 2023 cohort consist of 45 children.

Children not in receipt of EYPP:

38 children are not in receipt of EYPP.

	PSED	C & L	PD	M	L	U Of W	EAD
Not on track	16 42%	23 61%	8 21%	17 45%	14 37%	11 29%	10 26%
On Track	22 58%	15 39%	30 79%	21 55%	24 63%	27 71%	28 74%

Children in receipt of EYPP:

To date, 7 children are in receipt of EYPP.

EYPP	PSED	C & L	PD	M	L	U Of W	EAD
Not yet on track	3 43%	3 43%	2 29%	3 43%	3 43%	4 57%	3 43%
On Track	4 57%	4 50%	5 71%	4 57%	4 57%	3 43%	4 57%

Well-being and involvement levels:

2022-2023	Baseline	End of year	Difference
Average Levels of Well-being	2.9		
Average Levels of Involvement	2.9		

