

# Pupil premium strategy statement

## Lilycroft Nursery School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our 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	119
Proportion (%) of pupil premium eligible pupils	16/61 or 26%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	Dec 22
Date on which it will be reviewed	Dec 25
Statement authorised by	EHT/Chair Govs
Pupil premium lead	Sian Hudson
Governor / Trustee lead	Imran Hafeez

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£900 Autumn Term
Recovery premium funding allocation this academic year	N/A
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <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>	£3,000 (approx)

## Part A: Pupil premium strategy plan

### Statement of intent

The extra funding that we receive from Early Years Pupil Premium will be spent on providing real experiences for our children and families. We hope to inspire and enthuse everyone – children, parents and staff alike and encourage them to talk about their experiences and what they have learnt together. We will record experiences in different ways (photos, videos, drawings, audio) and revisit them with children and their families, encouraging talk and communication and reliving and consolidating the learning that took place.

We hope to take children out of Nursery as often as we can, to local parks, shops, libraries, theatres and further afield to farms, woods, beaches and other exciting places! We will take families too and aim to broaden horizons and show families some of the exciting things they can do with young children that will make learning real and memorable as well as lots of fun!

We will also organise lots of real learning experiences in Nursery! Children and families are central to all that we do and we involve them in all aspects of Nursery life. Children help to prepare the food for their snack and this year children and families will contribute to the redesign of our outdoor space. We are also very lucky to have a bespoke Lilycroft Nursery School Early Years enthusiast and specialist who works with our children on regular projects. Veronica is one of our most experienced and well-loved ex members of staff who worked at Lilycroft Nursery School for over 25 years, so knows the needs of our children and families inside out! Together we design sessions to suit the particular needs and interests of small groups and individual children, enabling us to focus precisely on the areas of learning and social / emotional well-being that will engage them and enable them to learn and progress.

The extra money from Early Years Pupil Premium enables all this to happen and for those eligible children has a recognisable impact on their learning, progress and achievement both now and in the future.

### Challenges

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

Challenge number	Detail of challenge
1	On entry (baseline) assessment indicating low or well below starting points across all areas of learning.
2	Significant Speech, Language and Communication delay
3	Low wellbeing and involvement
4	Adverse Childhood Experiences (ACEs) impacting on wellbeing, confidence, ability to self-regulate and build relationships.
5	Lack of social experiences (Covid)
6	Lack of experiences in the wider world
7	Limited access to outdoor play and learning for some families

## 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
Children will make expected or above expected progress in all areas of learning	1+ steps of progress per term of attendance. Individual targets on EYPP plans met
Attainment gaps between those in receipt of EYPP funding and those who are not will reduce significantly.	EYPP group attaining generally, more in line with the cohort
Children will develop a love of books and enjoy sharing a book with an adult and 'reading' independently both at Nursery and at home	Children make 1+ steps of progress in reading per term of attendance at Nursery. Families are supported to share books often with their child and confidence and knowledge of how to do this effectively, improves
Children will enjoy more 'wider world' experiences and be able to talk (or communicate in their own way) about these experiences	Children and families enjoy a range of additional 'wider world' experiences both in and out of Nursery. As experience and confidence grow as does vocabulary and the ability to communicate and share these experiences
Children will make progress on their journey towards self-regulation.	Children can recognise and identify/name their emotions. Children are more aware of strategies they can use which enable them (with support) to return to balance/calm. Families have a greater awareness of how to support their child emotionally and also have a

	growing understanding of supporting self-regulation for themselves and their child. Increased ability to self-regulate supports learning and school readiness.
Children will have many outdoor experiences, which support their development, learning and health.	Children and their families take part in 'Outdoor Learning' regularly. Families have a greater understanding of how being outdoors can benefit their child and are encouraged to get 'out and about' more often.

## 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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number (s) addressed
Time and support for key persons to develop an individual EYPP plan for each child in receipt of EYPP funding		1, 2, 3, 4, 5, 6, 7
Staff Training: Supporting self-regulation Supporting speech, communication and language	EEF Early Years Toolkit: Self Regulation Strategies <a href="https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/self-regulation-strategies">https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/self-regulation-strategies</a> EEF Early Years Toolkit: Communication & Language Approaches <a href="https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/communication-andlanguage-approaches">https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/communication-andlanguage-approaches</a>	3, 4, 5

<p>Recruiting an early years 'expert' who knows the needs of our children &amp; families extremely well</p>	<p>'Disadvantaged children in particular can benefit significantly from good quality pre-school experiences' EPPE 2004  <a href="http://193.61.4.225/web-files/our-staff/academic/edwardmelhuish/documents/EPPEprimary.pdf">http://193.61.4.225/web-files/our-staff/academic/edwardmelhuish/documents/EPPEprimary.pdf</a> Sutton Trust: What makes great teaching?  <a href="https://www.suttontrust.com/wpcontent/uploads/2014/10/What-Makes-Great-TeachingREPORT.pdf">https://www.suttontrust.com/wpcontent/uploads/2014/10/What-Makes-Great-TeachingREPORT.pdf</a></p>	<p>1, 2, 3, 4, 5, 6, 7</p>
<p>High quality interactions that support children's communication, language and learning</p>	<p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.  <a href="https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/communication-andlanguage-approaches">https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/communication-andlanguage-approaches</a>            Prioritise the development of communication and language  <a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-early-year">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-early-year</a></p>	<p>1, 2</p>

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

Budgeted cost: £500 (Books) £2500 (early years 'expert')

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Additional reading experiences            Children sharing a book 1:1 with an adult at Nursery every day</p>	<p>EEF – Early Years Toolkit Early Literacy approaches  <a href="https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/early-literacy-approaches">https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/early-literacy-approaches</a>            EEF – Preparing for Literacy. Recommendation 4: Develop children's early reading using a balanced approach Recommendation 5: Support parents to understand how to help their children learn  <a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-early-years</a></p>	<p>1, 2, 3, 4</p>
<p>Gifting a copy of all Core Stories.            Sharing Stories sessions to support families to use</p>	<p>As above</p>	<p>1, 2, 3, 4</p>

<p>the books effectively to support their child's learning</p>		
<p>Outdoor Learning. Small group sessions to support the development of the whole child, but specifically the prime areas of learning. Led by an experienced EYP early years 'expert'</p>	<p>The impact of outdoor learning on children's health and wellbeing, wider achievements, attainment and personal development is often recognised by practitioners  Education Scotland: Outdoor Learning  <a href="https://education.gov.scot/improvement/Documents/hwb24-ol-support.pdf">https://education.gov.scot/improvement/Documents/hwb24-ol-support.pdf</a>  Outdoor learning boosts confidence, social skills, communication, motivation, physical skills, knowledge and understanding <a href="https://literacytrust.org.uk/blog/the-benefits-of-outdoorlearning-in-the-early-years/">https://literacytrust.org.uk/blog/the-benefits-of-outdoorlearning-in-the-early-years/</a></p>	<p>1, 2, 3, 4, 5, 6, 7</p>
<p>Creative projects led by an experienced EYP early years 'expert' that embrace the cultures, languages and traditions that children and their families bring, and consider how we might value and celebrate these.</p>	<p>Early years arts experiences can impact positively on confidence, self-esteem, personal, social and emotional development and behavioural health, breaking down language barriers, cultural prejudices or societal differences and leading to decreased social problems, reduced inequality and increased creativity.  <a href="https://earlyarts.co.uk/7-benefits-of-arts-in-the-earlyyears">https://earlyarts.co.uk/7-benefits-of-arts-in-the-earlyyears</a>  Research shows that when children and families' cultures are valued, both the child's experience of learning and progress can benefit Early Education: Cultural Capital  <a href="https://early-education.org.uk/cultural-capital/">https://early-education.org.uk/cultural-capital/</a></p>	<p>1, 2, 3, 5, 6</p>
<p>Real life learning experiences animals, trips, visitors, special events. 50 Things to Do Before You're Five</p>	<p>50 Things – evidence and impact  <a href="https://www.50thingstodo.org/impact/evidence">https://www.50thingstodo.org/impact/evidence</a>  50 Things activities  <a href="https://bradford.50thingstodo.org/app/os#!/bradfordactivities">https://bradford.50thingstodo.org/app/os#!/bradfordactivities</a></p>	<p>1, 2, 5, 6, 7</p>

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

Budgeted cost: See above

Activity	Evidence that supports this approach	Challenge number (s) addressed
Supporting children effectively on their journey towards self-regulation	<p>EEF - Embed opportunities to develop self-regulation  <a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-early-years</a></p> <p>EEF Early Years Toolkit Self Regulation Strategies  <a href="https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/self-regulation-strategies">https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/self-regulation-strategies</a></p>	
Outdoor Learning. Small group sessions to support the development of the whole child, but specifically the prime areas of learning. Led by an experienced EYP early years 'expert'	<p>The impact of outdoor learning on children's health and wellbeing, wider achievements, attainment and personal development is often recognised by practitioners</p> <p>Education Scotland: Outdoor Learning  <a href="https://education.gov.scot/improvement/Documents/hwb24-ol-support.pdf">https://education.gov.scot/improvement/Documents/hwb24-ol-support.pdf</a></p> <p>Outdoor learning boosts confidence, social skills, communication, motivation, physical skills, knowledge and understanding <a href="https://literacytrust.org.uk/blog/the-benefits-of-outdoorlearning-in-the-early-years/">https://literacytrust.org.uk/blog/the-benefits-of-outdoorlearning-in-the-early-years/</a></p>	1, 2, 3, 4, 5, 6, 7

**Total budgeted cost: £3,300**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our early years pupil premium activity had on pupils in the 2021 to 2022 academic year.

Area of Learning	On Entry 21/22 At or Above	On Exit July 22 At or Above	On Exit July 2022 Good or better progress	On Exit July2022 Below good progress
PSED Personal, Social and Emotional Dev	6% 1/17 children	24% 4/17 children	94% 16/17 children	6% 1/17 children
CL Communication and Language	6% 1/17 children	29% 5/17 children	88% 15/17 children	12% 2/17 Children

The impact of the additional experiences in these key areas of learning can be seen by the increase in numbers of children achieving At or Above Typical for their age on exit from Nursery. Regardless of this, the percentages were lower than previous years due to the impact of Covid-19 on attendance. However, the percentages of good or better progress remained high in relation to the amount of time they spent at nursery.

The increased focus on CL in 21/22 led to improvements in this area for the group of learners in receipt of EYPP funding.

In 22/23 we continue to focus on CL but with a specific focus on The World in Veronica's groups. In the Autumn Term, every child will receive a copy of the core story they have been reading together to take home and keep.