

Abbey Green Nursery School

EARLY YEARS PUPIL PREMIUM STRATEGY STATEMENT 2022-2023

School overview

Detail	Data
Date this statement was published	1/11/2022
Date on which it will be reviewed	Autumn 2023
Statement authorised by	Governing Body 10/22
Pupil premium lead	S.Butterworth – Assistant Headteacher
Named Governor	K.Welsh

Vision Statement

At Abbey Green Nursery School we aim to empower and support children to live well, reach their full potential and fulfil their dreams.

The information below details our school's use of pupil premium funding and sets out our pupil premium strategy. It demonstrates how the money we spend supports our vision statement, through improving and enhancing our facilities, equipment and learning experiences for eligible children. We aim to spend pupil premium funding in ways that help narrow the attainment gap that can occur between young children from low-income families and their peers. More information about the Early Years Pupil Premium (EYPP) is available at www.early-education.org.uk/eypp-basics

The statement also explains the effect that last year's spending of pupil premium had within our school.

Strategic Objective for Pupil Premium Spending

- To close the attainment gap between children from low-income, disadvantaged families and their peers.

*Evidence to support reasoning behind strategy interventions is taken from the Education Endowment Foundation's Early Years Toolkit.

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Barriers to Learning

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

Barrier	Detail of barrier to learning
1	Speech, language and communication difficulties
2	Low self-confidence and self-esteem
3	Difficulties in self-regulation and managing feelings
4	Physical difficulties and lack of regular access to outdoor space
5	Lack of experiences in the wider world
6	Limited access to a wide range of sensory equipment, resources and experiences
7	Inconsistent attendance at school

Intended outcomes – 2022 - 2023

The table below 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.

Detail	Data
Total Number of Children on roll	71 (Autumn) 89 (Spring)
Total Number of Eligible EYPP Children	18 (Autumn) 25 (Spring)
Proportion of Pupil Premium Eligible Children	25%(Autumn) 28% (Spring)

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<p>TEACHING (e.g, professional development, recruitment and retention)</p>	<p>To develop staff skills in providing effective numeracy approaches</p>	<p>Supporting children’s learning needs in number and early mathematical concepts</p>	<p>Limited access to a wide range of sensory equipment, resources and experiences</p> <p>Difficulties in self-regulation and managing feelings</p> <p>Speech, language and communication difficulties</p>	<p>L2/3Practitioners to access DFE Training – help for early years providers Curriculum planning to incorporate Early Childhood Maths group resources Refer to recommendations from EEF Toolkit Guidance report Maths provision high quality natural manipulatives</p>	<p>Very High Impact</p> <p>+6 months</p> <p>Extensive evidence demonstrating the impact of communication and language approaches. Training is likely to enhance the benefits on learning.</p>	<p>2 hours release time pp to complete training</p> <p>Teacher meetings</p> <p>Purchase high quality resources</p>	<p>Autumn Term 2022</p> <p>Bi weekly</p> <p>£200</p>	<p>Increased practitioner confidence of how children learn mathematics</p> <p>Teaching of mathematics will be highly effective.</p> <p>Children will make expected or above expected progress in mathematics.</p>
	<p>TO develop staff understanding of child development, brain development and how children learn</p>	<p>Supporting children’s learning needs, behaviour and PSED</p>	<p>Difficulties in self-regulation and managing feelings</p> <p>Speech, language and communication difficulties</p> <p>Low confidence and self-esteem</p>	<p>L2/3 access to DFE child development training modules 1,2,3,</p>	<p>High Impact</p> <p>+5 months</p> <p>Self-regulation and executive function skills have high impact on pre-reading, early maths and problem solving</p>	<p>2 hours release time for online training</p>	<p>Autumn to Spring term</p>	<p>Increased practitioner confidence in supporting children to develop self-regulation strategies</p> <p>Increased abilities of children managing own behaviour and aspects of learning</p>
<p>TARGETED ACADEMIC SUPPORT (e.g, tutoring, one-to-one support structured interventions)</p>	<p>To develop children’s gross motor physical skills in line with age appropriate progress and attainment</p>	<p>Supporting children’s learning needs</p>	<p>Physical Difficulties</p> <p>Low confidence and self-esteem</p> <p>Difficulties in self-regulation.</p> <p>Speech, language and communication difficulties</p>	<p>Weekly Dance for Life sessions.</p> <p>One staff member to lead and provide consistency for the group attending and remain with Dance for Life instructor.</p>	<p>Moderate Impact</p> <p>+3 months</p> <p>Combining physical activity with strategies to promote self-regulation can have a positive impact on</p>	<p>Dance for Life instructor Use of the hall Lead EYP</p>	<p>Autumn Term 2022</p> <p>£1050.00 (for 30 sessions in 15 weeks)</p>	<p>Children’s physical skills will develop at appropriate rates.</p> <p>Children will demonstrate age appropriate listening skills.</p>

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	<p>To develop children's language skills</p> <p>To raise children's attainment in communication and language.</p>	<p>Supporting children's learning needs</p>	<p>Supporting children's Social, Emotional and Mental Health</p> <p>Speech, language and communication difficulties</p> <p>Difficulties in self-regulation and managing feelings</p> <p>Low self-confidence and self-esteem</p> <p>Supporting children's Social, Emotional and Mental Health.</p>	<p>Weekly music sessions</p> <p>Weekly structured music sessions.</p> <p>Long term planning to refer to musical development matters EYFS</p>	<p>learning.</p> <p>High Impact</p> <p>+6 months</p> <p>Consistent evidence that shows positive benefits for young children's learning.</p>	<p>Musical Instruments</p> <p>Musical song books</p> <p>Song prop bags</p>	<p>Autumn Term 2022</p> <p>£50</p> <p>£50</p>	<p>Children's speech and language skills will develop appropriately.</p> <p>Children will demonstrate age appropriate listening skills.</p>
<p>WIDER STRATEGIES (for example, related to attendance, behaviour, wellbeing)</p>	<p>To raise children's attainment in communication and language and improve children's listening skills.</p> <p>To raise attainment in Literacy.</p>	<p>Supporting children's learning needs</p> <p>Supporting Parental Engagement and Learning</p>	<p>Speech, language and communication needs</p> <p>Difficulties in self-regulation</p>	<p>Core story book</p> <p>Each half term the core story book is purchased for all EYPP eligible children and sent home. Parents are encouraged to read the book frequently with their child.</p> <p>Staff members record the core story for parents to watch via Learning Journals.</p> <p>Interactive story sessions for</p>	<p>High Impact</p> <p>+6 months</p> <p>Reading to young children and encouraging them to answer questions and talk about the story is an effective approach.</p>	<p>Core Story purchase</p>	<p>Autumn Term 2022</p> <p>£160.00</p>	<p>Children will demonstrate age appropriate listening skills.</p> <p>Children will develop a love of books and be able to talk about their favourite books.</p> <p>Children's communication and language will develop appropriately and children will demonstrate an increased range of</p>

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				book gifting to support parental strategies in using children's books.				vocabulary.
	<p>To improve attendance.</p> <p>To encourage back and forth conversation between children and their parents.</p> <p>To develop parental confidence in supporting children's learning at home.</p>	<p>Supporting children's learning needs</p> <p>Supporting parental engagement</p>	<p>Inconsistent attendance at school</p> <p>Speech, language and communication difficulties</p>	<p>Additional Home Visits</p> <p>Additional home visits to support ongoing regular attendance and home learning.</p> <p>Sensory based home learning packs provided. Staff will demonstrate and model use of the resources during home visits.</p>	<p>Moderate Impact</p> <p>+4 months</p> <p>Approaches that focus on developing parents own skills can have a moderate positive impact.</p>	<p>resources for home learning packs</p>	<p>Autumn Term 2022</p> <p>£10.00 per bag</p> <p>Total £80</p>	<p>Children's attendance will improve.</p>
	<p>To raise attainment in Literacy and EAD.</p> <p>To raise children's attainment in communication and language and develop</p>	<p>Widening children's life experience</p>	<p>Lack of experiences in the wider world</p> <p>Speech, language and communication difficulties</p> <p>Supporting children's social, emotional and mental health</p>	<p>Trips</p> <p>During the Autumn term children will visit Vin Gogh Alive to see emersive art installation at Regency Hall Bradford with parents</p>	<p>High Impact</p> <p>+6 months</p> <p>There is evidence that encouraging children to talk about stories is an effective approach.</p>	<p>Tickets for trips</p> <p>Transport to theatre</p>	<p>Autumn Term 2021</p> <p>£20.00 per ticket</p> <p>Total £160.00</p>	<p>Children's communication and language skills will be improved.</p> <p>Increased Parental enagement</p>

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	listening skills. To encourage parental engagement and confidence in accessing the arts.							
Total Spending								£1750.00

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Part B: Review of outcomes in the previous academic year

Pupil premium strategy Impact Report

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

Number of children accessing EYPP funding in 2022-2023		EYPP Funding received
Autumn term	14	£1400
Spring Term	15	£1500
Summer term	27	£2700
Total EYPP funding received:		£5600

Impact of Strategies

Expenditure of EYPP funding 2021-2022		Impact of EYPP interventions
Dance for Life sessions	All EYPP children were given the chance to attend the weekly virtual dance session to improve physical skills and in particular, gross motor movement.	Expected Levels of attainment in Areas of Learning for Mathematics, Understanding the World and Expressive Art and design were broadly in line the whole cohort. 84% of EYPP children achieved expected in Physical Development 16% of Pupil Premium children achieved expected or above expected progress Personal, Social and Emotional development. This is 50% lower than the attainment of the overall group. 46% of children accessing pupil premium funding achieved expected or above expected attainment in Communication and Language. This was 10% lower than the overall attainment level. 24% of children accessing pupil premium spending made expected progress in Reading. This was 10% lower than the overall group, who had expected or 34%.
Core story books	All EYPP children were provided with copies of the core story each half term to take home and read with their parents, to improve literacy skills and support the home learning environment.	
Balance Bikes	All EYPP children have access to the balance bikes during nursery sessions in the outdoor provision.	
Additional home visits with home learning	All EYPP children were provided with home learning packs on home visits for use at home to support literacy and creative skills.	

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Externally provided programmes

Programme	Provider
Dance for Life	Sport and Leisure Service, Bradford Local Authority