

## Chapel Street Nursery School Early Years Pupil Premium Strategy Statement 2022 -2023

Chapel Street Nursery School Summary Information									
Academic Year	Number of N2 pupils eligible for PP (excluding SEN children who are EYPP as their data is recorded using the holistic profile though they still have the experiences)				Total Estimated PP budget	EYPP plan set	This plan will be reviewed		
2022/2023	On Entry 18 9 boys 9 girls SEN 4 children not included in data	Autumn Term 2	Spring Term	Summer Term	£9.000	October 2022	November 2022	Feb 2023	End of year July 2023

### Attainment of pupils categorised as EYPP excluding SEND children who are tracked a different way.

Comparison data shows children eligible for EYPP at Baseline and children not eligible for EYPP at the same points. Over the year the data will be reviewed. It will show these comparisons at review points. Neither data includes children who are tracked using the Holistic SEND profile.

#### Baseline

Curriculum Area	% EYPP children not on track									% Non EYPP children not on track								
	On Entry Oct 2022									On Entry Oct 2022								
	All	F	M							All	F	M						
CL	61	33	89							63	43	78						
PSED	44	22	67							44	29	56						
PD	39	11	67							31	14	44						
Literacy	78	67	89							75	62	85						
Maths	78	78	78							65	43	81						
UW	67	56	78							65	43	81						
EAD	67	44	89							60	38	78						

CL Communication and Language

PSED Personal, Social and Emotional Development

PD Physical Development

UW Understanding the World

EAD Expressive Arts and Design

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Specific Identified barriers to future attainment for pupils eligible for PP year 2022-2023	
<b>A</b>	<b>Baseline Data</b> shows that Communication and Language needs to be a focus for EYPP children with boys underachieving at a significantly higher level than girls. The picture for non EYPP children is extremely similar.
<b>B</b>	Baseline data also shows that Literacy and Maths need a focus for EYPP children. Both boys and girls are not achieving well in these areas. These areas are also reliant on CL
<b>C</b>	Many of the PP children, though not all, come from homes that find it hard to create a good home learning environment for a variety of reasons. This includes finding it hard to support a positive learning culture with many not having easy access to quality books and learning environments.
<b>D</b>	Many of the PP children have no access to gardens or open spaces as a high percentage live in flats in built up areas. They do not have opportunities to play outdoors for learning as the parents may not be able to provide the resources needed due to various reasons like lack of finances or not seeing the benefit of outdoor play. This is reflected in our UW achievement scores with a significant number of children being off track in their learning.
<b>E</b>	Many families are managing anxiety, poor diet, financial difficulties, etc. creating multiple barriers to learning.
<b>F</b>	Many of the PP children do not have access to additional opportunities and experiences that encourage children to talk, extend their thinking and problem solve.
<b>G</b>	Boys are significantly underachieving in all areas of the curriculum with girls underachieving in Literacy and Maths at a comparable level to boys underachievement.
<b>H</b>	At review point Spring – Feb 2023 PSED has significantly got more children off track for EYPP and Non EYPP children. Moving to a new setting and re-establishing routines and boundaries has affected this. EYPP girls have had a significant increase in those children off track

Actions to address Identified barriers to learning including planned expenditure					
Barrier to learning	Desired Outcome	Chosen action and why (updates at each review point)	Ensuring effective implementation	Staff lead	Cost
A, D and F	EYPP children make rapid progress in their communication and language skills over the year.	Provide a variety of motivational experiences over the year that meet the children's interest and expose them to new experiences that they otherwise would not have.	Review data each term looking at percentage of PP children on track and adjust where needed.	Liz and Sarah G  Liz, Sarah G and ML's	£3,500  <ul style="list-style-type: none"> <li>Living Eggs</li> <li>Caterpillars</li> <li>Ark farm – farm and small animal's experiences</li> </ul>

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	<p>Particularly Male children.</p>	<p>To motivate the children and give them something exciting to talk about and engage with.</p> <p>Experiences include live eggs, caterpillars, small animals coming to setting, forest school experiences, farm coming into setting, cooking activities, local trips, Simple science experiments on our medium term plans, woodwork, growing food.</p> <p>Provide Talking takes off interventions for those children who are off track in EYPP. All staff have had training</p> <p>Invite parents of all children who are off track in CLL to join some of the experiences the children are having giving the parents and children a shared experience to talk about. Small animals, farm animals and the chicks are all experiences these children could share with their parents.</p> <p>Improve our outside provision for developing communication and language and thinking skills as our data shows that boys are not progressing as well as girls in EYPP and across the setting in most areas.</p> <p>Provide chatty challenges that encourage parents to chat to their children.</p>	<p>Monitor experiences being offered as to the level of engagement and interest from the children.</p> <p>Ensure Forest school sessions are happening for our children off track in CL and UW</p> <p>Screen all PP children for Talking Takes Off.. who do not already have speech therapy input. All staff have been trained on this intervention. Implement and evaluate the impact. Refer to SENDCO if child makes no progress through this.</p> <p>Monitor engagement of staff with children and experiences offered in the environment and give constructive feedback where needed.</p> <p>Book the small animal and farm experiences for the children. Book the caterpillars and chicks experience. Evaluate the engagement of the children with these experiences.</p> <p>Monitor improvements to outside provision and engagement of children with activities</p> <p>M.L's to provide weekly challenges and experiences for parents to do with their children linked to what we have done in nursery as well as fresh experiences to do.</p>	<p>ML's</p> <p>ML's Class teams</p> <p>Sarah, Liz and ML's</p> <p>Liz and Maria</p> <p>M.L's</p>	<ul style="list-style-type: none"> <li>• Cooking ingredients</li> <li>• Woodwork resources</li> <li>• Forest schools resources</li> <li>• Experiment resources</li> </ul> <p>£1,000</p> <ul style="list-style-type: none"> <li>• Outside resources</li> <li>• Cover for forest school sessions</li> </ul>
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		Explore better ways of keeping families of EYPP children informed of what their children have been doing in school so they can talk to their child about it.	Curriculum for the week put up on the website Explore using class dojo to share photos and videos with parents instantly. Wow photos to go home regularly particularly for our children off track in CL	Sarah to look into class dojo Liz to give curric to go on website ML's to send home Wow photos.	
B and C	EYPP children's attention and love of stories and engagement with books increases.	Well differentiated story sessions and maths sessions happen with children every day that are engaging and well planned out to meet the EYPP children's needs.  Book sharing happening with EYPP children in the classroom daily  Parents of EYPP children are invited in for story sessions with their child. Demonstrating how sharing a book can be done and creating a positive book culture and space.  A visit to the library with parents and their children where parents can sign up to borrow books. Including a story session at the library. So parents have access to a wide variety of books and are exposed to how to create a book sharing time at home.  Send library books home from the nursery with the PP children. Try to link to their weekly story to support this at home	Teaching of maths and Literacy to be monitored in group and CHIL sessions  Uptake of parents to story sessions  Library visits arranged for EYPP children and their parents.  Books offered in an attractive and engaging way and parents of children who are off track in this area encouraged to borrow books and take them home.	Liz and Sarah and curriculum lead Lakshmi  ML's and curriculum lead Lakshmi  ML's to arrange  ML's and class teams	£2,300 <ul style="list-style-type: none"> <li>• Resources for story bag making and rhyme bag making</li> <li>• Resources for maths and literacy development in setting for inside and outside</li> </ul>

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	<p>EYPP children's mark making and letter knowledge rapidly increases</p> <p>EYPP children's maths abilities improve with rapid progress being made</p>	<p>Story bag resources and rhyme resources made with parents and children for them to take home. If the family have younger children too they could also be involved in this so it impacts the siblings too.</p> <p>Phonics sessions and mark making opportunities offered in class in ways that engage such as magic writing boards, paintbrushes and water, in shaving foam, etc. Phonics training is given for the wider provision and this knowledge is reflected in the continuous provision environment daily.</p> <p>Maths language and practical opportunities are used with the children daily in the continuous provision. For example, measuring tapes in the woodwork area.</p>	<p>Level of take up of parents in these sessions</p> <p>Phonics training in the continuous provision to happen following this monitoring that these activities are being offered in the continuous provision. As well as engaging writing sessions.</p> <p>Opportunities for Maths and Literacy development and vocabulary used with the children to support this development to be monitored in child initiated learning sessions and level of engagement.</p>	<p>Family workers if they run the sessions</p> <p>Sarah and Liz and ML's</p>	
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E and F	<p>PP Parents feel able to manage life's stressors a bit more. They have more ideas for activities to do with their children that cost little to no money. Learning outcomes improve for the children</p>	<p>Parent groups such as</p> <ul style="list-style-type: none"> <li>• cooking on a budget. Where they can meet other parents. Share ideas. Do cooking alongside their children.</li> <li>• Little cooking booklet to go out with ideas from parents</li> <li>• Finding time for you – relaxation sessions with families alongside their children. Leaflets to also go out giving ideas for relaxation</li> <li>• Routines to help in a stressful world</li> <li>• Avoiding and Managing melt downs</li> </ul> <p>Coffee mornings for parents of children with SEND as we have a number of children with SEND who are EYPP so they feel supported.</p> <p>School to subsidise a trip to the seaside. In order to provide an affordable experience for the families</p>	<p>Advertise the groups. Speak to targeted parents of EYPP children and those on free school meals. Feedback from the groups Take up of the groups Sarah and Louise to plan and implement these.</p> <p>This is offered to parents of EYPP children first and then to other families as there is a high level of financial barriers to these experiences with many of our families. Has worked well in previous years.</p>	<p>Sarah C and Louise I,</p> <p>Liz</p> <p>Maria organising</p>	<p>£600 Resources and Refreshments for parenting workshops</p> <p>Cost £1,000</p>
D and G	<p>EYPP boys make rapid progress in all areas of the curriculum</p>	<p>Exciting opportunities offered that will really appeal to boys that cover a wide variety of the curriculum in a way that appeals to their learning styles such as</p> <ul style="list-style-type: none"> <li>• Woodwork</li> <li>• Experiments</li> <li>• Outside learning</li> <li>• Forest Schools</li> <li>• Den building</li> <li>• Magic writing boards</li> <li>• Books that engage boys</li> </ul>	<p>Monitor the boys' progress. Monitor the activities being offered and the level of engagement the boys have with it.</p>	<p>ML's and class team Sarah G and Liz</p>	

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<p>H Added after February data</p>	<p>EYPP children to make rapid progress in PSED and be able to share, take turns and express their feelings appropriately. Children are able to follow the class rules and learn to self-regulate</p>	<p>Nurture training for staff. Nurture sessions to take place in groups, for some, and 1:1 for others needing more intensive support, to improve PSED development outcomes for identified pupils.</p> <p>All staff follow team teach de-escalation training strategies. Most staff have had this training. Recap to occur.</p> <p>EP coming in to give training on self-regulation with children.</p> <p>Signs for big feelings and specific feelings work with puppets, stories, making faces in the mirror for PP children. Books to use: Fergus is fuming, The colour monster. Relaxation and breathing technique sessions. Invite parents in to do this together.</p> <p>Learning self-regulation strategies in setting. Focused group sessions taken over to PSED teaching.</p>	<p>Sarah and Louise Impey completing these sessions regularly. These sessions ring fenced.</p> <p>Reminder to all staff re de-escalation strategies from team teach.</p> <p>Class rules to be generated with the children and staff to remind children of these as and when needed creating a calm environment in each room. Class rules are in place.</p> <p>EP has discussed needs with SENCO and has observed in class. Has planned training to support children and staff that is taking place April training day.</p> <p>Staff to discuss children who may need higher level wellbeing support at times in setting both EYPP and not.</p> <p>Plans created for each child listing triggers and de-escalation strategies that work. Staff to become familiar with these to use in the moment.</p>	<p>Sarah C and Louise I</p> <p>Sarah G and Liz</p> <p>M.L's and class teams</p> <p>Liz arranging with EP</p> <p>ML's and class teams</p> <p>Liz and Sarah C</p>	<p>£400</p> <ul style="list-style-type: none"> <li>• Resources for nurture sessions</li> <li>• Training from EP coming out of our designated EP hours.</li> </ul> <p>Books and PSED equipment £200</p>
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