

Pupil premium strategy statement

This statement details our school's use of pupil premium (for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Camrose Early Years Centre
Number of pupils in school	124 60 3-4's
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-21 2021-22 2022-23
Date this statement was published	March 22
Date on which it will be reviewed	Sept 22
Statement authorised by	Lyndsey Barnett
Pupil premium lead	Lyndsey Barnett
Governor / Trustee lead	Lisa Smallwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£3,601.40 up to Jan 22
Recovery premium funding allocation this academic year	NA
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£

Part A: Pupil premium strategy plan

Statement of intent

'If we get the early years right, we pave the way for a lifetime of achievement. If we get them wrong, we miss a unique opportunity to shape a child's future.'

Unknown children – destined for disadvantage? Sir Michael Wilshaw: July 2015

Our Intent is to ensure every child will.....

- **Have a positive self-image**
- **Be independent and resourceful**
- **Have a sense of belonging, feel safe and secure**
- **Be inquisitive and curious**
- **Show care and concern for others**
- **Be respectful and respected**
- **Be prepared to take risks**
- **A desire to communicate**

In order to achieve this, we recognise the:

- Importance of parental engagement and participation.
- Importance of quality interactions.
- Need for well-informed staff.
- Need for constructive environment to facilitate learning.
- Outside environment versus the inside environment.
- Need for simple planning based on learning, not activities.
- Early identification of need and specialist interventions for support.

For our children we recognise as vulnerable we aim for them:

To be settled and happy at nursery and to receive support with their learning and development, to reach their potential

To have an extensive array of vocabulary both comprehension and orally that they use to confidently learn and play with their peers

To have a love of Reading through access to high quality books

To show increased well-being and involvement-happy, confident children who will sing, enjoy dance and drama with a positive attitude.

To be confident to take social risks and join in confidently with peers.

To be confident to take risks and master new skills

Early Years Pupil Premium (EYPP) is one of many contributing factors which can help our children in all areas of development and learning.

Practitioners think deeply about how to use the EYPP funding to take maximum advantage for those children who are eligible for this funding. Close relationships with parents and carers enables conversations to take place about how we can best support their children and what the additional support might look like.

Children entitled to EYPP are clearly monitored through regular observations and assessments. Our assessments are used to reflect, review and analyse children's progress from their start points. Children have individual action plans in place. EYPP funding has been used for a variety of resources, learning opportunities and experiences in nursery to support their interests and enhance their learning and development.

Resources and opportunities are planned from observations of the eligible children, parental feedback, Centre Development plan priorities, assessments and staff's professional judgements.

Interventions have included music, dance and drama to promote children's self-confidence and well-being, along with language interventions including specialist language groups and resources. Family support interventions are also used to support a range of identified needs, that include parenting, attendance, attachments, physical and mental health.

Challenges

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

Challenge number	Detail of challenge
1	Parental engagement
2	support at home and educational aspirations
3	Low level language and vocabulary impacts on children's access to all areas of the curriculum
4	Low attendance rates; consistency in attendance
5	Covid restrictions
6	Delays to identified EYPP children

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
<p>For children to be settled and happy at nursery and to receive support with their learning and development, to reach their potential</p>	<p>Improved levels of wellbeing and involvement from 2020/21 demonstrated by:</p> <ul style="list-style-type: none"> • data from assessments, next steps achieved, child and parent voice • reduce challenging behaviours • Improved attendance rates for children accessing FS. <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
<p>Children have an extensive array of vocabulary both comprehension and orally that they use to confidently learn and play with their peer</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including ongoing formative assessment and children's records.</p>
<p>Improve children's love of Reading through access to the library and other language resources</p>	<p>Assessments and observations indicate progress in children's communication, language and Literacy skills.</p> <p>Access to lending library and home learning.</p>
<p>Increased well-being and involvement-happy, confident children who will sing, enjoy dance and drama with a positive attitude. Confident to take social risks and join in confidently with peers</p>	<p>Improved levels of wellbeing and involvement from 2020/21 demonstrated by:</p> <ul style="list-style-type: none"> • data from assessments, child voice • reduce challenging behaviours <p>a significant increase in participation/involvement in group time activities and sustained shared thinking, particularly among disadvantaged pupils</p>
<p>Lead to increased well-being an involvement-progress in language and Personal, social and emotional development- confident to take risks and master new skills.</p>	<p>Improved levels of wellbeing and involvement from 2020/21 demonstrated by:</p> <ul style="list-style-type: none"> • data from assessments, child voice • reduce challenging behaviours <p>a significant increase in participation/involvement in group time experiences and sustained shared thinking, particularly among disadvantaged pupils</p>

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.

Budgeted cost:

Family support average 2 hrs per week per family/ av 15 families £27.00 - £15,390

Curriculum enhancements, snacks £2.50 £2,090

Lending library and resources £2,000

Practitioner interventions 4hrs per week £1,383

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum enhancements. Parent event days- cooking, healthy snacks and creativity	Assessments in the seven areas of learning, physical and PSED- for healthy choices and developing creativity, parental engagement in child's learning.	1, 3, 4, 5, 6
Language support from practitioner based on identified needs	Assessments in communication and language, ECAT toolkit, speech sounds checklist, Portage profile.	3, 6
Family support worker- specialist intervention	Relationships with parents, improved aspirations and attitudes towards nursery- improved attendance and engagement in child's learning. Improved relationships between children and parents- well being.	1, 2, 3, 4, 5
Lending library/home learning	Improved Comm and Lang skills and Literacy- Reading.	1, 2, 3, 6
Music, singing and dance interventions	Assessments increased well-being and involvement. Improved language-comprehension and oral- impact on all areas of learning.	3, 6