

Lanterns Nursery School Early Years Pupil Premium Information 2021/ 22



EYPP Statement

At Lanterns Nursery School we have high expectations of all children; regardless of their socio-economic background, race, religion or educational need. Our objective is to use this funding to raise the attainment, aspirations and outcomes of our disadvantaged children. The aim will be to help our disadvantaged children achieve in line with their non-disadvantaged peers, putting them in the best position possible to move into statutory education.

As a nursery school we are unsure of the numbers of children eligible for Early Years Pupil Premium (EYPP) each year due to intakes beginning each term as well as EYPP being based on the age of the children. We are therefore unable to make any firm financial commitments. We continually review and update our strategy throughout the year as new children join us each term (and are identified as eligible for Early Years Pupil Premium funding). Funding information below will be updated termly.

Number of pupils and EYPP grant received

Autumn term: 15 (7 children attending on community places and 8 children attending on SEN resourced places)= £1601.13

Spring Term: 19 children (7 children attending on community places and 12 children attending on SEN resourced places)= £1673.48

Summer Term: 24 children (9 children attending on community places and 15 SEN resourced places
attending on SEN resourced places) = £2548.80

Overall objectives of spending grant during 2021/ 22

To ensure that all pupils in receipt of EYPP receive high quality provision in all prime areas of the EYFS and targeted support to ensure that they make good progress. There will be close monitoring of their learning so that we begin to close the gap for those children whose skills are delayed

To ensure that all pupils can access lunch club where this will facilitate their attendance at Lanterns Nursery School – a high quality nursery setting

To ensure that all pupils in receipt of EYPP can regulate their behaviour and emotions in order to access a developmentally appropriate curriculum

To be mindful of the COVID pandemic and the impact that this may have had on our EYPP children. Support families by offering parenting advice and reassurance through online sessions.

Barriers to learning, intention, implementation and impact

Barriers to learning	Intent	Implementation	Impact
SEMH of some children and the understanding of emotional literacy for some children means they are unable to access learning effectively	To ensure that all staff receive Trauma Informed training	All new staff have a trauma informed approach as part of their induction and can support children's SEMH needs within the classroom. All staff use a trauma informed approach and are emotionally available adults.	All children benefit from this approach – articulating feelings and emotions and regulating their behaviour. Specific children benefit from further input. As part of this children will be better able to articulate their emotions, children will have learnt strategies to begin to manage their emotions with adult support and as part of this approach make good progress.

Sensory processing needs amongst some children impedes their ability to access the curriculum	To ensure all staff receive sensory processing training as part of their induction	All staff have sensory processing training and can support children's sensory processing needs within the classroom. All staff use their sensory processing knowledge to support all children. Some children need something more specialised and access support from a private Occupational Therapist. Within the environment there is access to appropriate resources to meet sensory needs. Audit resources and purchase. Clever bodies is accessed by children who need this intervention as part of their sensory diet. Different strategies and resources are accessed through children's individual sensory diets.	All children benefit from this approach, regulating their behaviour and accessing learning. Specific children benefit from further input. As part of this children will have their sensory needs met and be able to access a developmentally appropriate curriculum and as part of this approach make good progress.
Readiness for Nursery/ learning – many children need support to develop characteristics of effective teaching and learning (CoETL) and independence skills when starting nursery. This is particularly prevalent in the current circumstances and with the social isolation experienced through the covid-19 pandemic	To support children to develop characteristics of effective learning and independence skills when starting nursery	High adult: child ratio to provide additional support to children in a range of ways, including delivering in small group time and social support throughout child initiated learning	Children will develop CoETL and be able to engage well in learning opportunities. They will feel safe and secure in their environment. Children will have gained independence and be achieving well in PSED areas of learning.
Parents and children have had a lack of social exposure. Parents have not had the same opportunities to share and discuss positive parenting ideas. Children need nurture and connection with consistent boundaries and expectations at home to ensure that their needs are met.	To share and equip parents with positive parenting skills and knowledge to the benefit of their children	To provide online Lorraine Lee training to all parents with a focus on nurture, attachments and making connections. Moving on to managing behaviour and putting in place routines and expectations.	Children will have their basic needs met and a consistent routine at home. Children will be in a good place to access the full curriculum at nursery.

Some children are unable to attend day sessions due to the consumable charges over the lunch period. Some children are unable access a hot lunch at lunchtime due to the additional cost.	To ensure all children are able to access the nursery day and a nutritious hot meal regardless of their socio-economic background.	Where it would benefit a child's attendance to stay over the lunch period, there will be no consumable charge. Where a child would benefit and eat a hot meal the nursery school will fund this.	Children are able to access high quality nursery provision with good attendance, this has a direct impact on their achievement and progress in the prime areas. Children will be ready to learn and engage in high quality experiences.
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