

## Lanterns Nursery School Early Years Pupil Premium Information 2022/23



### 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: 12 (3 children attending on community places and 9 children attending on SEN resourced places) = £1,475.40

Spring term: 21 (5 children attending on community places and 16 children attending on SEN resourced places) = £2,176.20

Summer Term: 21 (6 children attending on community places and 15 children attending on SEN resourced places) = £2,232.00

### **Overall objectives of spending grant during 2022/ 23**

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 have access to a healthy snack during each session that they attend

To ensure that all pupils in receipt of EYPP can regulate their behaviour and emotions and have their sensory needs met 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 opportunities to meet other parents and be supported where needed by experienced practitioners in order for basic needs to be met.

To offer specific support for areas of need such as SOS (Share Our Strategies) supporting parents of children with SEND, early communication and SPACE (Supporting Parents and Children Emotionally)

### **Barriers to learning, intention, implementation and impact**

<b>Barriers to learning</b>	<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>
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. Appropriate resources purchased.	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	<p>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.</p> <p>Some children needs something more specialised and access support from a private Occupational Therapist.</p> <p>Within the environment there is access to appropriate resources to meet sensory needs. Clever bodies is accessed by children who need this intervention as part of their sensory diet.</p> <p>Different strategies and resources are accessed through children's individual sensory diets.</p> <p>Appropriate resources purchased.</p>	<p>All children benefit from this approach, regulating their behaviour and accessing learning.</p> <p>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.</p>
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 meet other professionals and attend parent groups	To provide space and time for parents to meet with each other and Lanterns staff to have joint conversations in order to support and learn from each other	To provide coffee mornings and groups for parents to attend. Parents will have the opportunity to chat to each other and Lanterns staff to support each other and gain knowledge on how best to parent and support their child. For example – routines, managing behaviour, healthy eating, dental hygiene, sleep. Further support and signposting will be offered.	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 would benefit from their parents using the same strategies as nursery at home.	To ensure that all parents have the skills, understanding and knowledge to support and engage with their child at home in an appropriate way.	<p>SOS (Share Our Strategies) sessions will run specifically for parents of children that attend with SEND.</p> <p>Sessions on early talk and supporting language and communication will be accessible for all parents.</p> <p>SPACE (Supporting Parents and Children Emotionally) courses will run several times throughout the year providing information for parents using trauma awareness. Specifically around children's and adults emotional behaviour and understanding how adults behaviour impacts on children.</p>	<p>Children will use and be exposed to consistent strategies and approaches, positively impacting on their well-being and development.</p> <p>Children can communicate and use language at a developmentally appropriate level. They can communicate and express themselves, alleviating frustration and enabling them to access a wide variety of learning opportunities and experiences.</p> <p>Parents will understand why their children behave in the way that they do and how they can adapt their own behaviour to positively influence this.</p> <p>Parents and children will be more resilient and have a healthy home life.</p>
<p>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.</p> <p>Some parents cannot contribute towards a healthy snack.</p>	To ensure all children are able to access the nursery day, a nutritious hot meal and/or a healthy snack regardless of their socio-economic background.	<p>Where it would benefit a child's attendance to stay over the lunch period, there will be no consumable charge.</p> <p>Where a child would benefit and eat a hot meal the nursery school will fund this.</p> <p>All children will have access to a healthy snack during every session.</p>	<p>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.</p> <p>Children will access healthy food and have a healthy diet, supporting their growth and development and supporting healthy eating habits.</p> <p>Children eat healthy foods giving them the right nutrients and energy so that they are ready to learn and engage in high quality experiences.</p>

