

Lanterns Nursery School Early Years Pupil Premium Information 2023/24



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: 20 (8 children attending on community places and 12 children attending on SEN resourced places) = £2,688.84
Spring term: 29 (15 children attending on community places and 13 children attending on SEN resourced places) = £3,220.80
Summer Term: 45 (29 children attending on community places and 16 children attending on SEN resourced places, 8 children attend on 2 year old funded places) = £5,230.56

Overall objectives of spending grant during 2023/24

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 and a range of different foods during each session that they attend

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

To offer specific support for areas of need such as SOS (Share Our Strategies) supporting parents of children with SEND; early communication; support with accessing specialist equipment and entitlements; access to a computer and SPACE (Supporting Parents and Children Emotionally)

To ensure that all pupils in receipt of EYPP can attend their EYE funded sessions regularly

Barriers to learning, intention, implementation and impact			
Barriers to learning	Intent	Implementation	Impact
Some children find it difficult to self-regulate and this impedes their ability to feel safe and secure and access the curriculum	<p>To ensure that all staff receive Trauma Informed training</p> <p>To build the toolkit that staff can utilise to support children to self-regulate</p>	<p>All new staff have our trauma informed approach training as part of their induction and can support children to feel safe and secure within the classroom.</p> <p>All staff use a trauma informed approach and are emotionally available adults. Some children attend relax kids sessions with a relax kids practitioner weekly. Practitioners attend a relax kids workshop, building and extending their knowledge and ideas in order to support children to self-regulate.</p>	<p>Staff are knowledgeable and know how to support children. There is a problem-solving culture within teams to support children and ensure emotional needs are supported and met.</p> <p>Staff model how to regulate and use strategies. Staff and children co-regulate. Staff are attuned. Children are focused and ready to engage and learn. Children are settled, enthusiastic about learning and make good progress.</p> <p>Children use strategies independently and with or without support. They talk about and use strategies with their peers.</p>
Some children become dysregulated at home and	To support parents/carers	Parents/carers are invited to attend a relax	<p>Friendships are supported through the use of strategies.</p> <p>Children enjoy using the strategies they have learnt.</p>

parents/carers find this difficult. This can impact on everyday routines, sleep and relationships	to have knowledge of self-regulation strategies they can use at home	kids workshop to build their knowledge and ideas so they can support their child to regulate at home	Staff have a toolkit to use with children and children have their own individualised toolkit that they use.
Some children have a lack of exposure to enriching experiences at home	To ensure that children access developmentally appropriate and enriching experiences during their time at Lanterns Nursery School	Lanterns curriculum is regularly reviewed and developed by experienced practitioners overseen by the Class teacher and Headteacher. Weekly planning encompasses appropriate child development opportunities, builds on children's interests and ensures reinforcement, consolidation, enhancement and enrichment of learning and skills. Additional support is provided where appropriate for children in a range of ways, including small group time and social support throughout child initiated learning	The 50 things document has been very successful in ensuring that all children have been exposed to enriching experiences whilst at Lanterns Nursery School. Enriching experiences are part of planning conversations in weekly meetings. Some of this years highlights include life cycles, such as the incubators and eggs hatching into chicks, frog spawn and tadpoles, the farm visiting nursery, colour mixing, observational drawings, a wide range of cooking experiences, paddling pools and sprinklers, the fire engine visiting, lots of different foods to try at snack time and free flow into the outdoors and lots of outdoor play.
Some children have a limited diet and exposure to healthy foods	To ensure that all children access a healthy snack and are exposed to a range of foods during their snack and play experiences	Children will be given everyday opportunities to positively engage with food. This may be through snack, cooking, sensory experiences and role play. In this way children will naturally explore a range of different foods in a playful and explorative way. They may cut, chop, mix, pour, feel, lick, bite, taste, smell, different food items, expressing their likes, dislikes and preferences. This child initiated, supportive and positive approach will overtime encouraging children to independently try more.	Children have been involved in a wide range of growing and tasting experiences. There has been a variety of cooking experiences regularly throughout the year. Food explorers is used as part of the curriculum in Grasshoppers class and elements are used throughout nursery provision. This includes real food in the home corner and food items used in a range of experiences such as in small world play as well as the sensory tray. Knowledge of foods has been extended through the provision of safe knives for the children to cut and explore. Children regularly taste and explore different foods during not only snack time but during the experiences set out above.

			<p>Staff model and children share the language and their growing knowledge of food.</p> <p>Vocabulary also extended through weighing, comparing and exploring.</p> <p>Children are more willing to try foods that they have not been exposed to before.</p>
Some children use specific strategies at Lanterns Nursery School in order for them to make sense of their day and access an appropriate curriculum. The children benefit from their parents/carers using the same strategies as nursery at home.	To ensure that all parents/carers 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>Visits to the home to discuss and support.</p> <p>SPACE (Supporting Parents and Children Emotionally) courses will run several times throughout the year providing information for parents using trauma awareness.</p> <p>Specifically around children's and adults emotional behaviour and understanding how adults behaviour impacts on children.</p>	<p>SOS sessions have run half termly for parents. Parents have responded positively. There is a focus to each session and parents come prepared with questions they may have. They then use this information to support their child at home.</p> <p>The Assistant SENDCo regularly makes communication resources and visuals to support parents at home.</p> <p>Impacting on home life by ensuring that children can communicate their wants and needs and make sense of their day.</p> <p>A termly SEND newsletter is produced by the Assistant SENDCo which contains advice, tips and links. These can also be accessed on the school website.</p> <p>Some families have benefitted from additional home visits.</p> <p>Staff have been able to support parents in the home with the use of specific strategies and approaches and to problem solve, increasing their confidence, skills and wellbeing by empowering them.</p> <p>Some parents have accessed courses run by our Thomas Outreach Project Worker specifically related to autism.</p> <p>Increasing their knowledge and understanding of autism and strategies to support children with this specific SEND.</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.	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</p>	<p>Consumable charges have been waived for some families, some children have a free hot lunch and snack is provided at no additional cost.</p> <p>This ensure that there are no barriers to a child's attendance at nursery. Families to not incur debts which could in turn put pressure on family life.</p> <p>Children have made progress because they have attended</p>

<p>Some parents/carers cannot contribute towards a healthy snack.</p> <p>Some parents/carers do not have a car and walk long distances as they cannot afford the bus fare.</p>	<p>To remove attendance barriers children to attend caused by transport issues</p>	<p>snack during every session.</p> <p>Parents/carers are supported to apply for a buggy to aid their journey to school. Bus passes are purchased for some families.</p>	<p>regularly.</p> <p>Some children benefit from a hot meal on nursery days. Children benefit from having a healthy snack and the exposure to different foods.</p> <p>Parents have been supported to access buggies, improving the attendance and progress of their child. Bus passes and taxis have been bought for some families to ensure regular attendance of children. Providing consistency and ensuring access to a high-quality curriculum.</p>
<p>Some children need specialist equipment due to their Special Educational needs, are eligible to DLA and have other associated wider barriers to overcome. Parents can struggle to know where to go, how to access support or ability to complete paperwork due to their own SEND or access to a computer.</p>	<p>To ensure that children and families are accessing wider support to support their children with SEND</p>	<p>Parents/carers are supported to access equipment such as buggies, safe beds etc to support their children's needs. Parents are supported to complete paperwork for DLA and other associated wider support. Parents/carers are supported to complete the appropriate sections as part of EHCP requests. Parents/carers are given access to a computer to support applications.</p>	<p>Parents have been supported to access resources, equipment and DLA top support their children's SEND. Children are supported at home and have what they need, they come to nursery ready to learn and are in a place to access the curriculum.</p> <p>The SENDCo and Assistant SENDCo run workshops and support parents individually to complete their part of the EHCP request. Parents feel supported with this process that can seem complicated and add pressure. Their children benefit from having completed EHCP's.</p>

