



# The Orchard Nursery - Early Years Pupil premium Strategy Statement



1. Summary information					
<b>School</b>	The Orchard Nursery				
<b>Academic Year</b>	2021-2022	<b>Total EYPP budget</b>	£1192 –Indicative	<b>Date of most recent EYPP Review</b>	Feb 22
<b>Total no. of pupils in pre-school room</b>	51	<b>Number of pupils eligible for EYPP</b>	4 – Autumn 5 – Spring 6 – Summer –Indicative	<b>Date for next internal review of this strategy</b>	Sept 22

2. Statement of Intent
<p>To ensure that children in receipt of Early Years Pupil Premium funding are able to access their learning with the same freedom that their peers do. Any obstacles that present challenges based on their vulnerable grouping will be removed and a fully inclusive learning environment, with high aspirations for all, will prevail. Our aim for disadvantaged pupils is to ensure that their progress and attainment is at least as good as non-disadvantaged students. We aim to reduce the current achievement gap that, for many disadvantaged pupils, still exists. We are determined, through planned focused and purposeful actions, to accelerate the progress of disadvantaged pupils, to improve their life chances. All practitioners will be expected to make every effort so that this gap is consistently reducing to enable disadvantaged children to succeed through a wealth of enriching curriculum experiences at The Orchard Nursery.</p>

3. Barriers to future attainment (for pupils eligible for EYPP)	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Some children have poor communication skills on entry
<b>B.</b>	Some of the EYPP children fall into vulnerable groups such SEND and need further support
<b>C.</b>	Many of the children have poor social interaction skills
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Gap has widened in the children’s social interactions due to COVID19
<b>E.</b>	A number of children eligible for EYPP have poor attendance
<b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be</i>	<b>Success criteria</b>

<b>A.</b>	Improve communication skills for children eligible for EYPP for transition to reception (C&L)	For the data to show majority of EYPP children are on track to meeting developmental age appropriate milestones for communication and Language development.
<b>B.</b>	To improve social interactions for children eligible for EYPP for transition to reception (PSE)	For the data to show majority of EYPP children are on track to meeting developmental age appropriate milestones for Personal, Social and Emotional Development.
<b>C.</b>	To improve fine and gross motor skills for children eligible for EYPP for transition to reception. (PD)	For the data to show majority of EYPP children are on track to meeting developmental age appropriate milestones for Physical Development.

<b>5. Planned expenditure</b>				
<b>Academic Year</b>		<b>2021-2022</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired Outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>
To deliver quality teaching to all EYPP children to ensure children maximise their learning and provide sufficient challenge to accelerate learning across the prime areas of learning.	Key workers will identify their EYPP children, observe and track their progress and offer additional support where needed.	New EYFS requires a more individual approach to learning and progress. Keyworkers get to know children very well and observe children in the moment to enable children to follow their interests. This allows practitioners to move children's learning forward.	Observations are completed in focus weeks, which take place 6 times a year. Key workers will use our 'Orchard Goals' as a guide alongside teacher knowledge to assess each child's development and their readiness for school.  The key worker will share their assessments and highlight progress and any concerns.  Concerns meeting with supervisors and managers will further identify children that need extra input and support.	Manager and deputy
<b>Total Budgeted cost</b>				£300
<b>ii. Targeted support</b>				

<b>Desired Outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>
To improve communication skills of EYPP children	Individual and small group work with trained member of staff using Elklan and Welcomm strategies in our speech and language (Blossom) room.	Children need to be able to understand and communicate effectively before they can make progress in other areas of learning. Starting points show concerns for communication skills for EYPP children	Clear programme of work. Focussing on individual child's next step in communication, depending of level of need. Observations to be evidenced on eyLog showing activities completed and progress made. Track progress using welcomm toolkit. Trained member of staff to inform keyperson of strategies used in the blossom room so that these skills can be transferred in the classroom. Monitored by manager and deputy.	Trained member of staff. Key person Manager and Deputy
To improve social interaction of EYPP children	Individual and small group work with trained member of staff in our blossom room.	Social skills help children to form positive relationships, have conversations, develop body language, cooperate, share and even play together. Having well developed social skills also leads to improved mental capacity and cognitive abilities, as well as good overall mental health	Highly skilled member of staff to coordinate children in small groups focussing on their individual level of need. Observations to be evidenced on eyLog showing activities completed and progress made. Trained member of staff to inform keyperson of strategies used in the blossom room so that these skills can be transferred in the classroom. Monitored by manager and deputy.	Trained member of staff. Key person Manager and Deputy
To improve fine and gross motor skills of EYPP children	Individual and small group work with trained member of staff in our blossom room. Squiggle whilst you wiggle. Sports Sessions with Dave	Both gross motor skills and fine motor skills are needed for children to engage in creative activities such as dance and art. They are also important for health as children need to move to be active. They are needed for self-care, like being able to go to the toilet independently, or getting dressed.	Clear programme of work. Focussing on individual child's next step in fine motor skills, depending of level of need. Observations to be evidenced on eyLog showing activities completed and progress made. Squiggle whilst you wiggle sessions implemented in summer term to strengthen gross and fine motor skills. Liaising with Dave to share children's progress during sports sessions. Monitored by manager and deputy.	Trained member of staff. Key person Manager and Deputy
<b>Total budgeted cost</b>				<b>£892</b>
<b>iii. Other approaches</b>				
<b>Desired Outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>

<p>EYPP children to achieve the same level of attendance as their peers.</p>	<p>Engagement and discussions with parents. Promote importance of regular attendance in newsletters and update and reminders material to parents.</p>	<p>Records show that a few children with EYPP are poor attenders.</p>	<p>Monitor attendance and encourage parents to bring children regularly. Explain importance of regular attendance for their child's education, well-being, and feeling settled and happy at nursery.</p>	<p>Manager</p>
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