

Early Years Pupil Premium Report 2022-23

At Cherry Trees Nursery School, we are committed to supporting our children who receive Early Years Pupil Premium (EYPP). There is a lot of research to show that the best time to close the attainment gap for this group of children is in the early years; if it is not closed at this stage, it becomes increasingly difficult to do so as children move through their education.

We monitor all children closely to ensure we are meeting their needs as individuals, and our children who receive EYPP are added to our provision map; this is how we track the effectiveness of the additional support and challenge we put in place.

During the year, we had up to 39 children in receipt of EYPP in any one term, and a total of 42 cross the year. Of the 42, almost half (20) had English as an additional language; the remainder fell into the following categories: SEND, SALT support, Looked after Child; Family Support Worker input and additional support for managing feelings and behaviour.

The additional support we offered the children in this group included the following:

- Additional key person support for 17 of these children (of whom 11 had EAL), as we know that extra time with an adult who knows them well will develop their wellbeing, interactions, speech and language and so their learning across all areas of the curriculum. Sixteen expected or better progress, mainly in the prime areas. It was also notable that 8 of these children had increased scores for their wellbeing and involvement, using the Leuven Scales.
- A daily shared story with an adult for 22 children, to provide nurture and develop language and literacy skills, including the structure of stories, learning new vocabulary and attention. Twenty-one made expected or better progress with their literacy skills.
- Eight took part in small-group turn-taking and social activities to support them to cooperate with each other, learn the back-and-forth nature of interactions and enjoy spending time with each other. All made expected or better progress in Managing feelings and behaviour.
- Exploring the sensory room to enhance their focus, observation skills and develop their language. This also provided nurture in a quiet, calm space for those who needed it. Four children benefited from this intervention – all of these made expected progress with their speaking, and two had increased scores for their wellbeing and involvement.
- A range of strategies for those with English as an additional language, including the use of visuals, clear and consistent language and pre-teaching, particularly for literacy and maths. Staff also learn some basic words in home languages to help children to settle in – this helps to ‘break the ice’ by supporting the children to feel secure as well as helping them to become familiar with routines, expectations, where the toilets are, etc. Of these 20 children, 18 made expected or better progress.

- A visit from Ark Farm, a local mobile farm which provided the children with a rich hands-on learning experience to support the curriculum during the summer term when we were exploring life cycles and looking after the environment.

	No of children	Amount received £
Summer 23	39	4666.74
Spring 23	29	2822.4
Autumn 22	32	3815.4
		11304.54