

Early Years Pupil Premium strategy statement – Launceston Pre-School

This statement details our pre-school’s use of early years pupil premium funding to help improve the attainment of our disadvantaged children.

It outlines our early years pupil premium strategy, how we intend to spend the funding in this academic year.

School overview

Detail	Data
Number of pupils in Pre-School	17
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024
Date this statement was published	October 2023 Updated November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	
Pupil premium lead	Danielle Edgson Manager
Governor / Trustee lead	Nicola Gilbert Governor

Funding overview

Detail	Amount
Early Years Pupil Premium funding allocation this academic year	£1562.40
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£1562.40

Part A: Early Years Pupil premium strategy plan

Statement of intent

Launceston pre-school is dedicated to providing the best start in life for all children. Our vision, “Inspiring Passionate Lifelong Learners’ is at the heart of everything we do.

Our intention is for all children irrespective of their background or the challenges they face, to make good progress and achieve high attainment across all areas of the Development Matters and Early Learning Goals. Our main focus of the early years pupil premium strategy is to support those disadvantaged children to be able to achieve the goal and make good progress for those who are high attainers.

We consider the challenges faced by those who are disadvantaged and use the early years pupil premium to provide them with resources, trips, staff training and much more to support them to reach and achieve the outcome expected. We are aware that the challenges faced by the children are all varied and there is no ‘one size fits all’.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Delayed communication skills due to inconsistent attendance.</p> <p>Poor attendance leads to children becoming dysregulated when returning to pre-school and struggling to settle back in.</p> <p>Poor attendance leads to the children missing out on topics and learning new skills and becoming unsettled when they return to pre-school.</p>
2	<p>Delayed communication skills due to inconsistent attendance.</p> <p>Lack of resources for learning about things in the environment and enhancing the children’s knowledge and skills e.g maths equipment and bikes and diverse texts.</p>

3	<p>Delayed communication skills due to inconsistent attendance.</p> <p>Lack of mark making opportunities in other areas of the room and outdoor areas.</p>
4	<p>Delayed Communication skills due to inconsistent attendance.</p> <p>Lack of sensory equipment which explores using different parts of the body to explore these.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Providing the children with phonics sessions and resources, this is to begin getting them ready for transitioning to school. It sets the children up ready to begin learning to read and ensure they are meeting the targets required for school.</p>	<p>Children's speech will be improved, they will start picking up new words and their understanding will begin to develop more. Children's listening and attention will improve, more children will sit for longer periods of time and show an awareness of routines.</p>
<p>Resources to be purchased such as animal boards for outside will encourage children to take an interest in animals and living things in the outside world. Books surrounding diversity to be purchased. Taking risks and developing their skills. New physical equipment e.g. bikes to be purchased.</p> <p>The development of the wild grass area and utilising the garden areas to be able to look for bugs.</p> <p>Planning sessions taken place with the Wild Tribe Leader and Manager to ensure activities are being used and offered to children where animals can be explored in a safe way.</p>	<p>Children's speech will be improved, they will start picking up new words and their understanding will begin to develop more. Children's listening and attention will improve, more children will be sitting for longer periods of time.</p> <p>More discussions will take place about what they have experienced, seen or newly discovered.</p> <p>Children will be more confident in their physical abilities and able to practice lots.</p> <p>New ideas will be shared and children going to school in September will be more confident and have higher self-esteem ready for the transition to primary</p>

	school.
<p>New chalk boards to be purchased which allows mark making to be provided and present during their whole day and even outside.</p> <p>Outside chalkboard moved to an accessible area for the children.</p>	<p>Children’s speech will have improved, they will start picking up new words and their understanding will began to develop more. Children’s listening and attention will improve, more children will sit for longer periods of time.</p> <p>Children’s mark making skills will improve and they will access all areas in which they can mark make.</p> <p>Children’s early writing skills will improve due to practice of skills as children can assess this in other areas which are not adult led.</p>
<p>Sensory equipment to be purchased which allows for full body exploration and develops problem solving skills and resilience.</p>	<p>Children’s speech will have improved, they will start picking up new words and their understanding will began to develop more. Children’s listening and attention will improve, more children will sit for longer periods of time.</p> <p>Children will become more resilient and better at problem solving.</p> <p>Children will be using all sensory receptors to explore their environment and equipment.</p>

Activity in this academic year

This details how we intend to spend our early years pupil premium funding **this academic year** to address the challenges listed above.

Activities and how they relate to Development matters and how we are going to help all children achieve.

Budgeted cost: £1562.20

What are we going to try	Actions we are going to take.	Challenge number(s)
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and achieve?		addressed
<p>Communication and Language- To improve the progress percentage of children to achieve age-related expectations by the end of the academic year 22/23.</p> <p>Personal, Social and Emotional Development- To improve the progress percentage of children to achieve age-related expectations by the end of the academic year 22/23.</p> <p>Understanding the World- To improve the progress percentage of children to achieve age-related expectations by the end of the academic year 22/23.</p>	<p>Provide children with phonics sessions and resources.</p> <p>Teach and use phonics sessions to get the children ready and support them in their journey with transitioning to school and being ready to read.</p>	1
<p>Communication and Language- To improve the progress percentage of children to achieve age-related expectations by the end of the academic year 22/23.</p> <p>Physical Development- To improve the progress percentage of children to achieve age-related expectations by the end of the academic year 22/23.</p> <p>Understanding the World- To improve the progress percentage of children to achieve age-related expectations by the end of the academic year 22/23.</p> <p>Mathematics- To improve the progress percentage of children to achieve age-</p>	<p>Provide children with animal identification boards. To help them to gain further knowledge and understanding of different animals we live alongside.</p> <p>Provide regularly planned Wild Tribe sessions centred around their needs, interests and developmental needs.</p> <p>Offer new experiences and introducing a wider range of vocabulary.</p> <p>Helping children grow in confidence and develop independence through risk taking activities. To give the children the confidence to share experiences with their friends and explore and learn together.</p> <p>To promote counting through ‘how many can we see?’ when looking for</p>	2

<p>related expectations by the end of the academic year 22/23.</p>	<p>animals and bugs in the garden and in our community.</p>	
<p>Communication and Language- To improve the progress percentage of children to achieve age-related expectations by the end of the academic year 22/23.</p> <p>Literacy- To improve the progress percentage of children to achieve age-related expectations by the end of the academic year 22/23.</p> <p>Expressive arts and Design-. To improve the progress percentage of children to achieve age-related expectations by the end of the academic year 22/23.</p>	<p>Provide children with lots of opportunities for mark making outdoors.</p> <p>New chalk boards to help encourage the children to take their mark making outside, this will help to encourage and extend their play while bringing literacy and mark making as well.</p>	<p>3</p>
<p>Communication and Language- To improve the progress percentage of children to achieve age-related expectations by the end of the academic year 22/23.</p> <p>Physical Development- To improve the progress percentage of children to achieve age-related expectations by the end of the academic year 22/23.</p> <p>Understanding the World- To improve the progress percentage of children to achieve age-related expectations by the end of the academic year 22/23.</p>	<p>Provide lots of sensory experiences for lots of body explorations especially with feet, hands and eyes.</p> <p>Offer new experiences and introducing a wider range of vocabulary.</p> <p>Helping children grow in confidence and develop independence through risk taking activities, new textures and feelings. To give the children the confidence to share experiences with their friends and explore and learn together.</p>	<p>4</p>

Total budgeted cost: £1562.40

Part B: How we will make improvements for the next academic year

Outcomes for disadvantaged pupils

What actions we will take next in order to make even more improvements?	Challenge number(s) addressed
<p>To use phonics sessions and resources in a positive way. Staff to adapt how the sessions are delivered to suit the learning needs and styles of the different children at the pre-school.</p> <p>Building the children's confidence recognising and using the sounds during their play and making the learning fun. To build on the children's ability to begin oral blending to recognise words.</p>	1
<p>To continue planning of sessions to offer children new experiences but also repeat and revisit learning taken place before to ensure their confidence has grown and become more competent in the skills learnt.</p> <p>To show a wide range of animals and allow children to explore these with the help of adult knowledge.</p> <p>To develop their maths skills and use of real-world equipment for maths e.g. scales.</p>	2
<p>To continue to ask questions about the marks children have made in order for them to give their marks meaning.</p> <p>To continue offering a range of mark making materials outside to ensure children are taking full advantage of this and showing an improvement in the skill of making marks and pencil control.</p> <p>To offer a wide range of resources such as pencils, pens, paints, crayons, chalks and much more.</p>	3
<p>To offer a wide range of sensory resources such as lights, textured boards, shakers and musical instruments.</p> <p>To build children's confidence and resilience.</p>	4

Further information (optional)

Additional activity

We will continue to use children's reports to create next steps and support their learning through these. A wide range of topics will be explored throughout the year supporting children and sparking curiosities, while inspiring them to learn, grow and become confident individuals ready to continue their learning through school.