

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	21
Proportion (%) of pupil premium eligible pupils	28.57%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023
Date this statement was published	April 2022
Date on which it will be reviewed	July 2023
Statement authorised by	
Pupil premium lead	Danielle Payne Manager
Governor / Trustee lead	Nicola Gilbert Governor

Funding overview

Detail	Amount
Early Years Pupil Premium funding allocation this academic year	£2,099.88
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	£2,099.88

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 and planning time.</p> <p>No suitable area for Wild Tribe sessions.</p>

3	<p>Delayed communication skills due to inconsistent attendance.</p> <p>Unhealthy choices in lunch box due to demographics and rising food prices.</p> <p>Poor oral hygiene and health practices and lack of NHS dental spaces for new families.</p>
4	<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>

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 Guinea Pigs, this is to begin sparking curiosities and lead to them asking questions or being open to communicating with adults.</p> <p>Adults to ask children questions, which encourage discussions about Guinea Pigs and develop children's vocabulary.</p> <p>The Guinea Pigs will be helping children to settle and give the children something to look forward to when they come into Pre-School.</p>	<p>Children's speech will be 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 and show an awareness of routines.</p> <p>More discussions will be taking place about the Guinea Pigs and how we care for them.</p> <p>Children will be settling in better and are looking forward to coming to pre-school, they are more regulated and will use the Guinea pigs as a method of self-regulation.</p>
<p>Resources to be purchased such as planters and seeds to encourage children to grow their own plants and taking responsibility for something living. Taking risks and developing their skills.</p> <p>The development of the wild grass area and</p>	<p>Children's speech will be 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 be sitting for longer periods of time.</p>

<p>utilising the garden areas.</p> <p>To go on trips to the forest school spaces and beach to enhance learning.</p> <p>Planning sessions taken place with the Wild Tribe Leader and Manager to ensure activities are being used and offered to children.</p>	<p>More discussions will take place about what they have experienced.</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 school.</p>
<p>Resources to be purchased such as toothbrushes, toothpaste and two minute timers and a tooth brushing demonstrator.</p> <p>Staff education and training into oral health and hygiene.</p> <p>Staff to create a well-being area.</p> <p>Staff to encourage brushing of children's teeth after lunch time. (30 minute wait time).</p> <p>Staff to give out leaflets to parents on healthy lunch boxes and healthier choices.</p> <p>Staff to be role models with drinking water and healthy lunch choices themselves if eating with the children.</p> <p>Manager to buy and offer healthy snacks for the children to try and encourage them to try these foods by modelling and trying them ourselves.</p>	<p>Children's speech will be 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 be sitting for longer periods of time.</p> <p>More discussions will take place about what they have experienced.</p> <p>Children's oral health will be improved and children will notice a difference with their teeth.</p> <p>Children will be making healthier choices and try all foods offered to them.</p>
<p>Moveable easel to be purchased which allows free flow and movement to make marks in all aspects of play.</p> <p>Outside chalkboard moved to an accessible area for the children.</p> <p>Pencils to be offered in other areas of the room such as in the home corner for creating menus.</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>More discussions will take place about what they have experienced.</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</p>

	due to practice of skills as children can assess this in other areas which are not adult led.
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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: £2,099.88

What are we going to try and achieve?	Actions we are going to take.	Challenge number(s) 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 Guinea pigs.</p> <p>Teach and use new vocabulary with the children, support children with routines and find new ways of expressing themselves.</p> <p>Provide Guinea pigs to support children's emotional development, allowing them to regulate their emotions more readily.</p> <p>Provide Guinea pigs to help children to begin caring for animals and showing an understanding of life cycles. It will introduce them to caring and to be respectful.</p>	1
<p>Communication and Language- To improve the</p>	<p>Provide children with planters and a range of ways in which to grow</p>	2

<p>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-related expectations by the end of the academic year 22/23.</p>	<p>plants. To helps them to gain an understanding of how to grow their own plants and life cycles.</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>Offer sensory experiences that prompt language development and activities such as sharing and using tools which help children to work together as a group. Helping children grow in confidence and develop independence through risk taking activities.</p> <p>Go on outings to the forest school area and beach to promote the outdoors and feel the benefits of being out in the 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>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>Personal, Social and Emotional Development- To improve the progress percentage of children to achieve age-related expectations by the end of the</p>	<p>Provide opportunities for oral health and hygiene practices.</p> <p>Large set of teeth and brush to model and teach tooth brushing practices.</p> <p>Toothbrushes and toothpaste to brush teeth with the children after lunch time to ensure they are brushing their teeth at least once a day.</p> <p>Healthy snacks and drinks choices for children to make decisions and try new things.</p>	3

academic year 22/23.		
<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 both indoors and outdoors.</p> <p>A new art easel to help encourage the children to take their mark making to other areas of the room or outside, this will help to encourage and extend their play while bringing literacy and mark making as well.</p>	4

Total budgeted cost: £2,099.88

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 continue to use the Guinea Pigs in a positive way, allowing children to sit and talk to the Guinea Pigs.</p> <p>Building the children’s confidence in handling the Guinea Pigs and take part in the care routines such as feeding, changing water and bedding and brushing them more independently while still having an adult present.</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 grow a wide range of plants and allow children to track their grown and the speed in which they grow.</p>	2
<p>To continue to brush the children’s teeth after lunch time (30 minute wait) for two minutes.</p> <p>Offering healthier choices to the children.</p> <p>Giving parents the leaflets when the children start to get them to make better choices. Be supportive of parents and mindful of their situation at home.</p>	3
<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 in all areas of the room and 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>	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.