

Early Years Pupil Premium Report 2022-23

At Peter Pan Nursery School, we are committed to supporting our children who receive Early Years Pupil Premium (EYPP). Research shows 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, the numbers of children eligible for EYPP fluctuated from term to term; we had up to 25 children in receipt of EYPP at any one time, and a total of 31 across the year. Of the 31, 12 (39%) had English as an additional language. Six children were being supported for SEND; others had Family Support Worker input, some at Child Protection or Child in Need level; and some had additional support for managing feelings and behaviour and for speech and language.

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

- A daily shared story with an adult for all 31 children, to provide nurture and develop language and literacy skills, including the structure of stories, learning new vocabulary and attention. All of these children made progress with their language or literacy skills, with five of them making accelerated progress. Five also made accelerated progress with their personal, social and emotional development.
- Nine took part in 'Lift-off-to-Language' sessions to support the development of their speech and language skills, including understanding a range of simple concepts and acquiring a broad vocabulary. All made progress, with four making accelerated progress with their communication and language.
- Six 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. Four of these children had identified additional needs, and made progress with their individual targets. The other two made progress in their personal, social and emotional development, one accelerated.
- 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. Five children who had identified additional needs benefited from this intervention – they all made progress with their individual targets.
- A range of strategies for the 12 children 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 12 children, all made progress, and two made accelerated 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
Autumn 2022	2125.20	17
Spring 2023	2250.60	23
Summer 2023	2990.26	25
	7366.06	