

**EYPP – Call for Evidence, Early Years Pupil Premium
Case Study 6**

What?	Kingsdown Nursery School, Lincoln
Why?	The take up for the standard nursery offer did not meet the needs of individual families and the need for a more tailored approach was identified.
<i>Where and when?</i>	Kingsdown Nursery School is a small LA maintained Nursery School, in Lincoln, with 72 3-4 yr olds on roll and 31 2yrs olds in school run daycare provision.
Who?	All families could access a more flexible approach to childcare.
How?	<p>The Nursery School has been located in an area of disadvantage for over 20 years.</p> <p>Flexibility for places and hours is the hallmark of the Nursery School and Daycare, and is crucial to making the difference for the most vulnerable families.</p> <p>Although all the children accessed 15hrs Government funding, the school offered full time (8.45-3.45) places to several children from disadvantaged backgrounds. These were on occasions children with social care involvement or children with difficult home circumstances but are not engaging with social care.</p> <p>Additionally, the nursery offered additional sessions to part time children if parents had medical appointments for themselves or other siblings at no cost. All families were offered a range of flexible hours to take their 15 hrs free entitlement and this included mornings, afternoons or full days - spread across the week if necessary. This flexibility enabled parents to start college courses, or to get a job that might not neatly fit into the standard 2 1/2 days per week. The nursery also offered a before and after school club for a low cost.</p> <p>The nursery remains clear that the nursery offer should be a support for families, not a burden. There has been great success in a greater take up of hours by the most vulnerable families, and the impact for young parents can be seen. The nursery remains totally supportive of individual families, and rather than penalizing lateness or non attendance, working in partnership with the families to establish a routine in which attendance becomes a way of life. This goes on to set the foundations for regular, punctual attendance at primary school.</p> <p>The flexibility of the offer, linked with high quality provision, leads to good outcomes for the most vulnerable children.</p>

The Evidence of Impact	<p>Cohort data for 2013-2014, completing 5 terms in nursery:</p> <ul style="list-style-type: none"> • On entry to nursery, only 15% of children working within 30-50 months development band (Age Related Expectation, ARE) for PSED, with 8% for both Physical and Communication and Language Development. • On leaving nursery, 88% children at ARE for PSED and Communication and language, with 77% children at ARE for Physical Development. <p>Cohort data 2013-2014, completing 4 terms in nursery:</p> <ul style="list-style-type: none"> • On entry to nursery, 20% of children working within 30-50 months development band (Age Related Expectation, ARE) for PSED, with 0% for both Physical and 10% for Communication and Language Development. • On leaving nursery, 100% children at ARE for PSED, 90% for Communication and language, with 60% children at ARE for Physical Development. <p>Data for children with Special Educational Needs shows:</p> <ul style="list-style-type: none"> • Half of children on entry to nursery functioning at two bands of more below ARE for PSED and Physical development, with 75% below for Communication and Language. • Of these, on leaving nursery, 75% of children were working within at 30-50 months for PSED, with 38% at ARE, with 88% working with 30-50 months for physical development, with 50% at ARE.
Where to find out more	<p>Kate Marnoch, Headteacher Kingsdown Nursery School, Lincoln 01522 684335 kate.marnoch@kingsdownnurseryschool.co.uk</p>