# Early Years Pupil Premium Strategy Statement

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

## It outlines our early years’ pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | Highfield Nursery School |
| Number of pupils in school (Oct 2022 Census) | 132 |
| Proportion (%) of pupil premium eligible pupils | 22/132 = 17%  of 3-4 year olds |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-23, 2023-24, 2024-25 |
| Date this statement was published | 08/12/2022 |
| Date on which it will be reviewed | December 2023 |
| Statement authorised by | Sharon Lewis |
| Pupil premium lead | Sharon Lewis |
| Governor / Trustee lead | Michelle Howles |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £8829 (indicative) |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £8829 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our intention is that all children, irrespective of their background or the challenges they face, make good progress and are on track in all areas of the Early Years Foundation Stage when they leave us to go to Primary School. The focus of our early years’ pupil premium strategy is to support disadvantaged pupils to achieve that goal and close any gaps in their knowledge or skills.  We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and children with special educational needs. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.  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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.  Our approach will be responsive to each child’s needs, informed by our ‘All About Me’ conversations with parents before children start nursery and ongoing observations and assessments of the child. Forest School has proved over many years to be an initiative that targets many of the challenges our children face and helps them develop the attitudes, knowledge and skills they need to succeed at primary school.  We will base this and the other initiatives in a nursery curriculum and environment which is language-rich, nurturing and focuses first on the prime areas of learning. This will ensure that all children can fully assess all seven areas of learning at nursery and be ready and able to thrive in their Reception class when they leave us. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Wellcomm assessments, observations of children and discussions with parents show that disadvantaged pupils have generally lower levels of language skills and vocabulary than their peers. |
| 2 | Our disadvantaged pupils often live in terraced housing with overcrowding. Many children do not have access to a garden and this can result in less developed gross motor skills and understanding of the natural world. |
| 3 | Our disadvantaged pupils have higher levels of parents with mental health issues which can negatively impact their own wellbeing and self-confidence. |
| 4 | Our wellbeing screening (Leuven Scales) shows that our disadvantaged pupils have lower engagement levels and well-being than their peers. |
| 5 | Conversations with parents and the children have shown that our disadvantaged children have less access to enrichment activities, books and educational toys outside of school. |
| 6 | Our disadvantaged children often come to nursery hungry and not able to concentrate on their learning |

## 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.

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| Intended outcome | Success criteria |
| Improved language skills and vocabulary | Children to have the gap closed in their Wellcomm score by at least one band by the time they leave the school to go to Reception |
| Improved self-confidence, concentration, independence skills and high wellbeing | Good engagement levels and independence skills are observed in the classroom.  Children score at least a 3 in engagement and wellbeing on the Leuven Scales  Children are on-track in PSED when they leave the school. |
| Enrichment experiences at nursery expand their vocabulary and knowledge | Children use new vocabulary learnt through experiences in their everyday play and conversation.  Children link experiences to activities completed in class |
| Children are well-fed and ready to learn and make healthy choices with food | No child says they are hungry at nursery or cannot concentrate due to feeling hungry  The children develop healthy eating habits which will stay with them for life. |

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Consistent use of Wellcomm across the school to assess language skills & adult-led small group sessions to teach vocabulary using the Wellcomm materials | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:  [Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) | 1 |
| ½ day Forest School/nature sessions per fortnight to widen experiences, develop confidence, self-help, independence and language skills, and raise wellbeing | There is strong evidence that shows that children’s academic attainment, social development, language and communication and emotional well-being is increased as a result of Forest School  <https://www.tandfonline.com/doi/full/10.1080/03004430.2018.1446430>  https://www.forestschooltraining.co.uk/forest-school/research/ | 1, 2, 3, 4, 5 |
| Cost of wider experience activities subsidised e.g. Living Eggs, Animal Antics, Artist in residence sessions  Set of core books & parent workshop | There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.  https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation | 1, 2, 5 |

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £2000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Adult led 1 to 1 / small group sessions to teach the correct pronunciation of sounds | Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact.  https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | 1 |

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £1500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| A healthy breakfast is provided to ensure children are fed and ready to learn. | Young children are growing quickly and have high energy and nutrient requirements for their size. They also eat smaller amounts than older children and adults, so it is important for them to eat regular meals and snacks that contain sufficient energy and nutrients for their needs.  The pilots for the universal free school infants meals by the DfE found that children eating healthy meals at school had improved performance in the classroom. Improvements in attainment were strongest amongst pupils from less affluent families and amongst those with lower prior attainment. They also found social and behavioural benefits from children who sat down to eat with friends and teachers  https://www.parliament.uk/globalassets/documents/commons-committees/Education/evidence-check-forum/Universal-infant-free-school-meals.pdf | 6 |
| Fruit / vegetable sticks provided for snack mid-morning and mid-afternoon | Research confirms that healthy eating habits in the years before school are very important because they influence growth, development and academic achievement in later life  Over a fifth of children are either overweight or obese by the time they join reception class in primary school  Eat Better Start Better – Voluntary Food and Drink Guidelines for Early Years Settings in England:  http://cft-staging-cdn.core-clients.co.uk.s3-eu-west-1.amazonaws.com/2015/06/CFT\_Early\_Years\_Guide\_Interactive\_Sept-12.pdf | 6 |
| Early Words Together Parent Courses | There is strong evidence that suggests that in the early years, programmes that encourage parents to engage with their children’s learning have a positive impact on their attainment, especially in literacy and with children with low prior attainment.  https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement | 1 |

**Total budgeted cost: £**11,000

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year. £302 per child per year.

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| |  |  |  | | --- | --- | --- | | Autumn 21 | Spring 22 | Summer 22 | | 21 | 28 | 35 | | Academic Year funding | £ 8458.80 | |   EYPP 2021 2022 Provision Plan  We provided opportunities for awe and wonder through meaningful and enriching learning experiences. The impact of our high quality teaching is that children’s knowledge is built up over time and prior learning consolidated through development of skills. The enhancement of our children is Cultural Capital through different events and activities. The purpose of our Early Years Pupil Premium Strategy is to ensure that each child reaches their own full potential, irrespective of their background or the challenges they face, becoming confident learners and ready for the next step in their educational adventure.  We have worked to support those families with EYPP children by providing them with teacher interventions, targeted support, small group work, extra nursery hours, nursery dinners, food parcels, food vouchers, resource packs and continue to offer support to the families and children of Highfield Nursery school with the help of the EYPP funding.  Throughout the year, we have tracked and monitored the experiences and progress of these children. Data shows that children make accelerated progress in comparison to their starting points.   |  |  |  |  | | --- | --- | --- | --- | | Big Nursery (N2) | | | | | Area of learning | Starting point  Children who were age appropriate in their development  16 children | Midpoint  Children who were age appropriate in their development  22 children (4 SEN) | End of the year  Children who were age appropriate in their development  26 children (8 SEN) | | Communication and language | 12% | 23% | 38% | | Personal, social and emotional | 6% | 35% | 50% | | Physical Development | 38% | 47% | 53% | | Literacy | 0% | 14% | 27% | | Mathematics | 2% | 19% | 23% |  |  |  |  |  | | --- | --- | --- | --- | | Little Nursery (N1) | | | | | Area of learning | Starting point  Children who were age appropriate in their development  5 children | Midpoint  Children who were age appropriate in their development  6 children (2 SEN) | End of the year  Children who were age appropriate in their development  9 children (3 SEN) | | Communication and language | 40% | 43% | 55% | | Personal, social and emotional | 0% | 12% | 22% | | Physical Development | 40 % | 37% | 33% |   The children at Highfield Nursery School had low starting points. **Around 90% of Nursery 2 and 60% of Nursery 1 EYPP children started working way below their age expected development**. Carefully planned activities had been designed to support each individual child to narrow any gaps and to support them to make the best possible progress. **Class teachers were aware of all EYPP children and know how to scaffold and extend learning to build on children knowledge and support good progress** across all areas of learning. **The data showed on average over 40% of EYPP children achieving age appropriate development at the endpoint assessments**. This shows us that children make good progress from their starting points. It is also important to note that we had an intake of new EYPP children settling into nursery and a high level of SEN included in this data, which in turn has a direct impact on the end point data. Children with EYPP have had access to targeted creative sessions with our resident artist and you can see from the data that this has particular focused on children’s communication and language and physical development skills.  All EYPP children were offered targeted forest school sessions. 11 EYPP children accessed this provision and as you can see from the data that this has impacted on the children’s communication and language and physical development.  We have also had a dedicated intervention teacher 2 days a week supporting interventions with listening and attention, communication and language groups, nurture groups and more able groups. All EYPP children have been targeted for support.  Communication, language and literacy was prioritised for our children after baseline we noted how low these area were and have put in high quality support to ensure that the EYPP children make good progress. We ensured that our learning environments are secure and nurturing yet stimulating both indoors and outdoors with many open-ended and language rich opportunities for children to engage in experiences that will enable them to develop curiosity and initiate their own ideas. Resources were easily accessible so that children could be independent, boosting children’s self-esteem, developing confidence and encouraging perseverance and resilience. Children developed and built relationships and language through the support and modelling of staff.  We also used the Wellcomm program to support children to develop their language skills. Children with speech and language difficulties were identified and all EYPP children had access to specifically planned weekly intervention groups. The children who were age appropriate in their language development were identified through baseline assessments and supported through extension groups. Core books and rhymes are being developed to support with the learning of new vocabulary, understanding, listening and attention.  To support our EYPP families and meet their welfare needs we have been providing fruit and snacks daily for the children at nursery. Once a week since January 2022 children had been invited to have a hot meal at nursery to support with self-help and independence skills. As you can see from the data having dinners has made a huge difference to the children’s physical development!  **We have encouraged the children to attend as much as possible** and kept in touch with these families through regular phone calls, tapestry observations, parent meetings, supporting families and referring them to other services when required. The attendance for EYPP children for the year was as below:    This made a difference to the progress of the children with increased attendance we saw a rise in the children who made accelerated progress.  Providing the children with this support through the EYPP funding has helped to provide the best start in life and with their education really working to narrow the attainment gap. |

Externally provided programmes

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| Programme | Provider |
| Wellcomm | G.L.Assessment |