

Early Years Pupil premium strategy statement

This statement details our use of Early Years Pupil Premium funding for the 2023-2024 academic year to help improve the attainment of our disadvantaged children. Financial information is approximated and will be reviewed termly as eligible children join the school.

It outlines our 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

| Detail | Data |
|---|-------------------------|
| School name | Wheatley Nursery School |
| Number of pupils in school | 37 nursery children |
| Proportion (%) of pupil premium eligible pupils | (24%) 9 EYPP |
| Academic year/years that our current pupil premium strategy plan covers | 2023/2024 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | February 2024 |
| Statement authorised by | Natalie Wilson |
| Early Years Pupil premium lead | Natalie Wilson |
| Governor lead | Samuel Gormley |

Funding overview

| Detail | Amount |
|--|---|
| Early Years Pupil premium funding allocation this academic year | Autumn - £1,898.40 Spring- TBC Summer-TBC |
| Recovery premium funding allocation this academic year | 0 |
| Early Years Pupil Premium funding carried forward from previous years (enter £0 if not applicable) | 0 |
| Total budget for this academic year | TBC |

Part A: Early Years Pupil Premium strategy plan

Statement of intent

Our aim at Wheatley Nursery School is to provide all children with the opportunity to achieve their full potential. We are committed to removing barriers which can be caused by personal circumstances or learning gaps.

Common barriers to learning for disadvantaged children may include:

- Social and emotional needs, including attachment difficulties, emotional regulation difficulties and conflict resolution difficulties
- Poor oral language and/or communication skills
- Limited or narrow life experiences
- Complex family situations that prevent children from flourishing.

The challenges are varied and there is no 'one size fits all' approach for support.

Our objectives are:

- to eliminate the attainment gap between disadvantaged and non-disadvantaged children at Wheatley Nursery School
- for all disadvantaged children to experience a rich curriculum
- to overcome emotional and self-regulation barriers
- to build solid relationships with all children and families who are part of Wheatley Nursery School

We aim to do this through:

- close monitoring of qualitative and quantitative information to ensure accurate and timely identification of children in need of support
- ensuring that teaching and learning opportunities meet the needs of all the children and that where children have specific needs that these are addressed through high quality, evidence-based support led by appropriately trained staff
- having a clear joining process that involves conversations with parents to share information on we need to be aware of

Key principles of our strategy plan

- We ensure that teaching and learning opportunities meet the needs of each child
- We ensure that appropriate provision is made for children who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed.

- We recognise that pupils eligible for Early Years Pupil Premium have a wide range of needs, including stretch and challenge for the most able, and we use the funding to improve outcomes for the full range of eligible pupils.
- We also recognise that not all pupils who are vulnerable are registered or qualify for Early Years Pupil Premium funding. We reserve the right to allocate Early Years Pupil Premium funding to support any pupil, or group of pupils, who the school has identified as being at risk of underachievement.
- We track the progress of Early Years Pupil Premium children rigorously to ensure there is a positive impact on learning outcomes

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Communication and language skills less well developed |
| 2 | Parental ability to support children's development at home (understanding and finances) |
| 3 | Early numeracy skills less well developed |
| 4 | Children starting nursery with weaker self-regulation skills than their peers |
| 5 | Limited life experiences (cultural capital) |

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 – Children will: | These will be measured by |
|--|---|
| Use a wider and richer range of vocabulary and language structures | <ul style="list-style-type: none"> • Evidence in Tapestry observations • Progress on WellComm toolkit • Parental feedback • Assessment information data drops to governors and EYPP governor • Curriculum planning • Progress on the progression of skills document towards |
| Be able to express their ideas eg through role play, storytelling and conversation | |
| Show increasing confidence in managing their emotions, developing a positive sense of self, recognising their own abilities and persevering when things are difficult | |
| Show mathematical skills expected for their age: <ul style="list-style-type: none"> • recognise numbers to 3 without counting them • recite numbers past 5 • count objects in sequence (to 5) | |

| | |
|--|--|
| <ul style="list-style-type: none"> • know that the last number they say when counting tells them how many they have in total • link numerals and amounts | <p>the Wheatley Nursery School end points</p> <ul style="list-style-type: none"> • Vocabulary development |
| Benefit from cohesive relationships between their key person and their parents/carers | |
| Make good progress across all areas of learning because they experience a broad and rich curriculum | |

Activity in this academic year: This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1,568 cost of additional sessions £250 PACe training with Attach team

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Screen children's language using Wellcomm then using the big book of ideas to support parents | EPPSE - On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. | 1 |
| Practitioner training – Early identification of children with speech and language difficulties training. Small group work focussing on communication and language. In house staff training around supporting language development through high quality play- Tales toolkit programme | EPPSE - On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. On average, studies of play that include a quantitative component suggest that play-based learning approaches improve learning outcomes by approximately five additional months. Tales toolkit is a free research programme funded by the EEF | 1 |
| Practitioner training re mathematical development, progression of skills and additional resources | EPPSE - it is important for early years professionals to understand young children's mathematical development (such as the typical stages in learning to count) and to understand how to assess this development. | 3 |

| | | |
|--|--|-------------|
| In-house staff meetings to focus on provision and understanding of a broad, rich curriculum | Research shows that when children and families' cultures are valued, both the child's experience of learning and progress can benefit (Husain et al., 2018, p. 4 and Gazzard, E. 2018 in Chalmers, H. and Crisfield, E. 2019) | 4 5 |
| Use of Class dojo and Tapestry to provide parents with information about how best to support their children | EPPSE - Studies indicate that involving parents in developing early literacy strategies can be beneficial | 2 |
| | • | |
| Practitioner training re supporting self-regulation Use of tales toolkit for self regulation PACE training | EPPSE - The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving. Strategies that seek to improve learning by increasing self-regulation have an average impact of five additional months' progress. | 4 |
| Children to be offered to stay for lunch club to have longer time in social situation with peers and highly trained staff. | Malnutrition in the first five years of life have been consistently associated with lower cognitive ability around the world (Grantham-McGregor et al. 2007; Scrimshaw 1998). The Education Endowment Fund have found that extending the school day can have up to three+ months additional progress. | 1 2 5 |

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

Budgeted cost: core books for the children £250 and access to Maple tree workshops

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| One to one and small group language, PSE and maths activities | EPPSE - certain strategies, particularly those involving targeted small group interaction, may have particularly positive effects on children from disadvantaged backgrounds | 1 3 |
| Parenting workshops with Maple Tree | EEF- found that involving parents in strategies to support their children improved outcomes by 5 months | 3 |
| One-to-one support and resources for children in | EPPSE - certain strategies, particularly those involving targeted small group interaction, | 1 2 |

| | | |
|-----------------------------------|---|---|
| receipt of EYPP who also have SEN | may have particularly positive effects on children from disadvantaged backgrounds | 3 |
| | | 4 |
| | | 5 |

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

Budgeted cost: As above (lunch cover) , Transport paying for school trips for each child TBC (percentage towards)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Use Leuven scales to assess children's levels of well-being and engagement | EPPSE - The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving. Strategies that seek to improve learning by increasing self-regulation have an average impact of five additional months' progress. | 4 |
| Lunchtime provision | Malnutrition in the first five years of life have been consistently associated with lower cognitive ability around the world (Grantham-McGregor et al. 2007; Scrimshaw 1998). Children with low attendance in the early years are more likely to come from the poorest backgrounds. These children are likely to start school already behind their peers, particularly in their acquisition of language and their social development. They have little chance of catching up their peers if their attendance is bad. (Taylor in Improving attendance at school (DfE) 2012) | 2 4 |
| Rich curriculum activities eg: <ul style="list-style-type: none"> local trips to the shops farm visit to school trips cooking small group visit to a working farm observation of life cycles visits from musicians | What a setting does, through its EYFS curriculum and interactions with practitioners, potentially makes all the difference for children. It is the role of the setting to help children experience the awe and wonder of the world in which they live, through the 7 areas of learning. (para 187 Ofsted Early Years Inspection Handbook, Sept 2021) | 5 |

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 2022-2023 academic year.

Assessment of children's development identifies that those in receipt of EYPP, children have made good progress in communication and language, understanding of the world, literacy and maths with 67% of children working inline.

100% of the children were working inline in expressive arts and design and physical development.

Externally provided programmes – n/a

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|-----------|----------|
| | |
| | |

Further information

What were the key barriers last year?

- Poor attendance
- involvement with social care
- complex lives outside nursery
- children only attending for 15 hours of nursery.
- lack of socialisation with other children, no community groups to attend

What did we spend funding on?

- Offering 2 PP children longer days to support them with better attendance. In staying longer we were able to support them academically and pastorally.
- Providing enriching experiences for PP children which they may not have had access to otherwise. This includes:
 - Farm visit to school and small group visits to local farm
 - Trips to the local shops
 - Gardening activities , giving children a chance to grow and nurture something
 -

Governors have agreed that whilst the EYPP Grant must prioritise the achievement and wellbeing of disadvantaged pupils, the benefits of resources and services should - wherever possible- extend to include other pupils, many of whom are also vulnerable. We use funding to provide extra staff support and resources to ensure there is accelerated learning to ensure there is little or no difference between the achievement of eligible children and those that are not.

The provision and impact through EYPP is monitored through all levels of leadership and management:

- Governor meetings
- Senior Leadership Team meetings
- Pupil Progress Meetings
- Performance Management Meetings
- Continual Professional Development