

Early Years Pupil Premium Strategy Statement



Highters Heath
Nursery School

This statement details our school's use of Early Years Pupil Premium (EYPP) funding to help improve the attainment of our disadvantaged pupils.

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 EYPP had within our school.

School overview

Detail	Data
Number of pupils in school	48 (Autumn Term 2022) This will rise significantly over the course of the academic year.
Proportion (%) of pupil premium eligible pupils	Autumn '22: 25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Academic Year 2022-23 & Academic Year 2023-24
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Elinor Warner (HeadTeacher)
Pupil premium lead	Elinor Warner
Governor / Trustee lead	Gillian Price (EYPP Link Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5,218 It is difficult to give a concrete figure as number of children entitled to EYPP changes on a termly

	basis as new children arrive. Funding is determined via termly census.
Recovery premium funding allocation this academic year	Maintained Nursery Schools are not eligible for Recovery Premium funding.
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£652 <i>(EYPP Brought Forward from academic year 2021-22)</i>
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£5,870

Part A: Early Years Pupil Premium Strategy Plan

Statement of Intent

Every child and young person deserves access to good and outstanding education from early years onwards. Quality first teaching and insightful interactions are at the heart of our approach, instilling a lifelong enthusiasm for learning.

It is our intention that all pupils, irrespective of their background or the challenges they face make good progress and achieve highly across all of the early years' curriculum areas in preparation for transition to primary school.

The focus of our Early Years' Pupil Premium strategy is to support disadvantaged pupils to achieve this intention, including progress for those who are more-able.

We will consider the challenges faced by all our vulnerable pupils, such as those who have a social worker, those with Adverse Childhood Experiences (ACEs), those who have Special Educational Needs and those that are new to speaking English.

We will ensure that teaching and learning opportunities meet the needs of all of our pupils, recognising that not all pupils who are socially disadvantaged are entitled to EYPP.

Embedded in our intended outcomes, is the intention that non-disadvantaged pupils' development will be sustained and improved alongside progress for their disadvantaged peers.

The approaches we have adopted complement each other to help all pupils excel.

To ensure they are effective we will:

- Ensure pupils who are eligible for EYPP make good progress in comparison to other pupils of similar ability by the end of their N2 nursery year (the year immediately before Reception).
- Monitor and, where appropriate, target children entitled to EYPP across the school to ensure that their development is in line with non-disadvantaged peers and, where it is not, put support in place to diminish the difference.
- Act early to intervene at the point which an area of need is identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' development and raise expectations and self-belief of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Baseline shows that 75% EYPP children are working slightly below or well below age related expectations (average of all areas) on entry to Nursery.
2	Baseline shows that 30% EYPP children have English as an Additional Language and are at the early stages of English acquisition which impacts on their development in other areas of the curriculum
3	SEND needs – most prevalent additional need in speech and language (50%), with 10% also having significant and complex needs.
4	50% EYPP pupils supported by social services or have other social/family needs.
5	Our observations indicate that the COVID19 lockdown has impacted on the wellbeing, social interaction and ability to build relationships for many of our disadvantaged pupils, as well as social opportunities to develop spoken language.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (Sept 2024)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Closing the gaps	All EYPP children will make better than expected progress and will be working at age appropriate levels by the end of the July before they start Reception (unless an additional need has been identified).
Acquisition of English / closing gaps	All EYPP children in this group will have gained and be using sufficient English vocabulary to at least communicate their basic needs, wants and join in simple conversations with their peers and adults.
Increased access to speech and language intervention for pupils with speech related additional needs. SEN Interventions.	Observations made against personalised targets will show that children have met their targets and have acquired the basic skills necessary to engage in learning.
Challenges at home are supported via Early Help and/or family support where external help is required.	Families feel supported by the nursery and have a positive experience of working with outside agencies to ensure that children are happy, safe and can fulfil their learning potential.
Children form positive relationships with each other & with adults to become confident, independent learners.	Observations made will show positive interactions between children, where they are able to work together or independently to achieve a goal, demonstrating resilience and being proud of their achievements.

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: £3,000. This will not pay for any single activity but will subsidise the school's contribution therefore making these activities financially possible.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train 3 members of staff in the Attention Birmingham approach, also known as 'Bucket Time', to support Attention and Listening and language acquisition. Trained staff to cascade this approach to other Key Workers to use daily.	Small group interventions provide intensive support to target specific areas that need embedding to ensure children's development is age appropriate by the end of their nursery year. By focusing on attention, listening and language development children have key tools and learning behaviours to help them access the curriculum.	1,2,3,5
Purchase dual-language and language rich story books which children can access in the nursery, discuss with staff, and take home to share with parents via a Lending Library.	Reading frequently to children and engaging them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling, skilled teaching and role play, children share their ideas and are comfortable with a range of language, in English and/or home tongues.	1,2,3,5
Maintain a higher ratio of staff to children than the statutory requirement in order to facilitate small group interventions and 1:1 support when necessary	Quality interventions are put in place to support closing the gaps between EYPP children and non-EYPP children whilst maintaining quality first teaching for all. SEND children are supported with 1:1 support where necessary until high needs funding is secured, enabling them to begin to follow the routines and expectations of the nursery.	1,2,3,5

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

Budgeted cost: £2,560 from EYPP, due to % of EYPP children accessing SALT.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engage a Speech and Language Therapist to work directly and regularly with EYPP children to develop and achieve Speech and Language targets which will support their academic progression.	<p>The development of children’s spoken language underpins all seven areas of learning and development.</p> <p>Speech and Language professionals can help children with the specialist intervention they need to both understand and get their voice heard in their learning. SALT will work with families so that development and approaches are consistent between home and school.</p>	1,2,3,5

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

Budgeted cost: £0 from EYPP

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support families with additional or flexible hours to enable them to engage in necessary appointments and support services to secure best family outcomes.	<p>Families with intervention from outside agencies such as Early Help, Social Services, Women’s Aid or Adult Mental Health Services are often referred on to additional support groups, courses or meetings. Most of the children at the nursery are entitled to only 15 hours of education a week, in set patterns. By offering additional or flexible hours on an ad hoc basis we are able to support parents in securing the best outcomes for their family as they are able to attend meetings that have been scheduled outside of these hours. This also protects our children from overhearing difficult conversations which might impact on their emotional wellbeing.</p>	4,5

<p>Provide a wide range of high quality activities to boost wellbeing, health, working together and aspiration for disadvantaged pupils and families.</p>	<p>In recent years we have observed a rapidly increasing rate of poor mental health, money concerns and anxiety amongst our adult community. Parents tell us they don't leave their house and/or cannot feed their children.</p> <p>Providing free sessions for families to come and spend time in school, eat, work with their children, get food bank referrals, have support with paperwork or just have a drink and talk to a member of staff will contribute to a more stable and ordered home environment. It also build confidence and trust between staff and parents, helping form a solid foundation for learning.</p>	<p>4,5</p>
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Total budgeted cost: £ 5,560

Part B: Review of the previous academic year (2021-22)

Outcomes for disadvantaged pupils

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

Internal assessments during 2021-22 suggested that the performance of disadvantaged pupils was lower than in the previous years across the curriculum, particularly on entry to nursery. The outcomes we aimed to achieve in our previous strategy by the end of the 2021-22 academic year were therefore not fully realised. We believe that this is in no small part due to the legacy of Covid-19, the disruption it had on attendance and attainment, and the lack of socialisation and early social interaction it allowed. The impact of this on young children who were born just before or during the pandemic cannot be underestimated- early childhood developmental experiences which we would usually take for granted were simply not possible, and this had far reaching consequences.

At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers. This may also have contributed to the less successful impact of the EYPP strategy from last academic year, as previous EYPP strategies have shown significant positive impact in all areas. Early indications show that this attendance gap has evened out this academic year, therefore we are hopeful that this barrier to success has been removed.