

Early Years Pupil premium strategy statement

This statement details our nursery's use of early years pupil premium funding to help improve the education we provide for disadvantaged children.

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 early years pupil premium had within our nursery.

School overview

| Detail | Data |
|---|---------------------------------|
| Beechdale Nursery School | |
| Number of children in nursery | 59 |
| Proportion (%) of children eligible for early years pupil premium | 15% (9 children) |
| Academic year/years that our current early years pupil premium strategy plan covers | 2022-23 |
| Date this statement was published | 24/11/22 |
| Date on which it will be reviewed | 1/3/23 |
| Statement authorised by | P Dixon S Powell J Graham |
| Early years pupil premium lead | J Graham |
| Governor / Trustee lead | P Dixon S Powell |

Funding overview

| Detail | Amount |
|--|-------------------------|
| Early years pupil premium funding allocation this academic year OR termly | £126 per child per term |
| Early Years pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £3,402 |

Part A: Early Years pupil premium strategy plan

Statement of intent

The Early Years Pupil Premium Grant is a Government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided in order to support these pupil in reaching their potential. The Government have used pupils entitled to Free School Meals as an indicator for deprivation and have deployed a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School Meals over a rolling six year period (Ever 6 Pupils). The fixed amount on money is expected to increase every year over the course of this current Parliament. At Beechdale Nursery School we are using the indicator of those eligible for Free School Meals as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment.

The Government is not instructing school how they should spend this money, it is not ring-fenced. The Government however is clear that schools will need to employ the strategies that they know will support their pupils to increase their attainment and that they will be accountable for 'closing the gap'.

In order to meet the above requirements, Beechdale Nursery School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. As part of the additional provision made for pupils who belong to vulnerable groups we will ensure that the needs of the socially disadvantaged pupils are adequately assessed and addressed through termly pupil progress meetings and data analysis. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive Free School Meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right therefore to allocate the Early Years Pupil Premium Grant to support any pupil or groups of pupils that we legitimately identified as being socially disadvantaged. Limited funding and resources will also mean that not all the children receiving free school meals will be in receipt of Early Years Pupil Premium funded interventions at one time.

At Beechdale Nursery school we see raising the attainment of disadvantaged children as part of our commitment to help all children to achieve their full potential by:

- Promoting an ethos of attainment for all pupils rather than stereotyping disadvantaged children as a group with less potential to succeed
- Having an individualised approach to addressing barriers to learning at an early stage through early intervention
- Focussing on high quality teaching and effective deployment of staff to support disadvantaged children
- Make decisions based on detailed data analysis and responding to evidence each term

Challenges

This details the key challenges that we have identified among our disadvantaged children.

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Delays with communication skills |
| 2 | Difficulties managing emotions |
| 3 | Lack of resilience and independence when faced with challenges |
| 4 | Delayed gross and fine motor skills |

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 | Success criteria |
|---|--|
| Children will develop their communication skills both verbally and through total communication strategies and be more able to make their needs known. | Internal tracking demonstrates that children have made more than expected progress and are closer to their age-related expectation |
| Children will understand their feelings more, develop strategies when managing their own behaviour and their general well-being within school will be higher. | Recorded observations of children show they are happy within school and developing relationships with others Internal tracking demonstrates that children have made more than expected progress in PSED and are closer to their age-related expectation |
| Children will be more prepared to take risks and tackle new challenges when at Nursery | Recorded observations of children show they are persevering when faced with challenge and expanding the range of experiences they tackle without support from an adult Internal tracking demonstrates that children have made more than expected progress in PSED and are closer to their age related expectation |
| Children will move safely and confidently in a range of situations within school and have more control when using tools such as pencils, construction kits etc. | Recorded observations of children show improvements with fine and gross motor coordination Internal tracking demonstrates that children have made more than expected progress in PD and are closer to their age related expectation |

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[insert amount]*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|---|
| Staff training linked to Colour Monster resource and strategies to promote emotional wellbeing and enable children to recognise and manage their feelings | <p>EEF Research Social and Emotional Well-being July 2021</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year</p> | <p>1 and 2</p> <p>2 x staff meeting</p> |

Targeted support (for example small group support, one-to-one support, structured specific learning experiences)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|---|
| Speech and Language Interventions Elklan scheme used by trained HLTA | <p>Evaluation of the Elkan Talking Matters Programme Judy Clegg, PhD Carla Rohde Department of Human Communication Sciences University of Sheffield</p> <ul style="list-style-type: none"> This independent evaluation of the Talking Matters programme shows that children in settings who received the programme made more progress in their receptive and expressive language abilities when compared to children in | <p>Challenge 2</p> <p>1x30 mins per child per week (5 children)</p> <p>HLTA staff from November to July</p> <p>£545</p> |

| | | |
|--|---|--|
| | settings who did not receive the programme. | |
| Free Nursery breakfast club/ lunch meal and session to give consistency within day, ensure appropriate nourishment is given and reduce emotional distress | <p>EVIDENCE BRIEF – Parents, Play and Emotional Wellbeing PEDAL: the centre for research on Play in Education, Development and Learning is the world’s first research centre focussed on children’s play 2019</p> <ul style="list-style-type: none"> A wealth of evidence shows that policy makers should consider children’s emotional development alongside their academic skills such as literacy and numeracy. In fact, research suggests that emotional development has a greater impact than academic skills on adult outcomes such as mental health, physical health (such as obesity, smoking and drinking), and a similar impact on outcomes such as income and employment. | <p>Challenge 1</p> <p>Children accessing additional support 1x30 mins per child per week</p> <p>£693 lunch</p> <p>£320 breakfast</p> |
| <p>Intervention and resources for SEND children</p> <p>Targeted PP children to attend a number of sessions designed to improve behaviour, emotional wellbeing, concentration and physical skills</p> | <p>EEF Research 2020 – SEND in mainstream schools found:</p> <ul style="list-style-type: none"> Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND. | <p>Challenge 1, 2, 3 and 4</p> <p>Two children</p> <p>Small world resources £300</p> |

Wider strategies (for example, related to encouraging good attendance in preparation for statutory schooling, behaviour, wellbeing)

Budgeted cost: £ *[insert amount]*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|---|
| Targeted small group support for Emotional well-being -Additional activities from FSA | EVIDENCE BRIEF – Parents, Play and Emotional Wellbeing PEDAL: the centre for research on Play in Education, Development and Learning is the world’s first research | <p>Challenge 2</p> <p>Four children</p> |

| | | |
|--|--|--|
| <p>Targeted support to identify emotional needs of child and plan actions to improve their wellbeing and confidence. Follow up work from FSA to implement through small group work – use of Jigsaw materials</p> | <p>centre focussed on children's play 2019</p> <ul style="list-style-type: none"> A wealth of evidence shows that policy makers should consider children's emotional development alongside their academic skills such as literacy and numeracy. In fact, research suggests that emotional development has a greater impact than academic skills on adult outcomes such as mental health, physical health (such as obesity, smoking and drinking), and a similar impact on outcomes such as income and employment. | <p>Additional activities from FSA 1x30mins per week</p> <p>FSA - £ 867</p> |
| <p>Forest School Intervention Children to attend Forest School for half a day a week for 6 weeks twice a year</p> <ul style="list-style-type: none"> Develop gross and fine motor skills. Develop self-help skills Learn how to take risks in a controlled and safe environment | <p>Forest Publications & research - Forest Schools: impact on young children in England and Wales Findings:</p> <ul style="list-style-type: none"> Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment | <p>Challenge 3 and 4</p> <p>All nine children</p> <p>6x1days</p> <p>Forest school leader</p> <p>£757</p> |

Total budgeted cost: £3,482

Part B: Review of outcomes in the previous academic year

Early years pupil premium strategy outcomes

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

Due to COVID-19, statutory assessments have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Given this, please point to any other child evaluations undertaken during the 2020 to 2021 academic year, for example, teacher assessments / observations.

Part C: Governance – monitoring the effectiveness of the Early Years Pupil Premium Strategy

Governors should be involved in evaluating the Early Years Pupil Premium Strategy. Leaders could use the table below to briefly summarise any discussions about the effectiveness of the strategy to address the intended outcomes.

| Activity | Autumn 2021 Evaluation | Committee Date |
|----------------------------------|--|----------------|
| <i>Teaching Priorities</i> | Jigsaw materials purchased and being trialled by KP before cascading to all staff/groups. Training for all in Spring term | 1.12.21 |
| <i>Targeted Academic Support</i> | Elklan sessions delivered each week – see SEND register for progress of children. Some no longer require additional support and have been removed, others been referred to SALT and programmes of work now incorporated into intervention sessions Resources purchased for SEND children e.g. toileting, sensory have improved their wellbeing and independence as evidence in SEND support plans | 1.12.21 |
| <i>Wider Strategies</i> | Emotional wellbeing work in place late autumn and children responding well – progress observed in end of term updates and portfolio observations | 1.12.21 |

| Activity | Spring 2022 Evaluation | Committee Date |
|----------|------------------------|----------------|
|----------|------------------------|----------------|

| | | |
|----------------------------------|--|--------|
| <i>Teaching Priorities</i> | Jigsaw training delivered by KP end of Feb to all staff. Sessions delivered weekly for second half of term – all staff report materials useful when promoting discussion with children in age-appropriate manner | 8.3.22 |
| <i>Targeted Academic Support</i> | Elklan sessions delivered each week – see SEND register for progress of children. Some no longer require additional support and have been removed, others been referred to SALT and programmes of work now incorporated into intervention sessions Resources purchased for SEND children e.g. toileting, sensory have improved their wellbeing and independence as evidence in SEND support plans | 8.3.22 |
| <i>Wider Strategies</i> | Emotional wellbeing work in place across Spring and children responding well – progress observed in end of term updates and records of FSA | 8.3.22 |

| Activity | Summer 2022 Evaluation | Committee Date |
|----------------------------------|--|-----------------------|
| <i>Teaching Priorities</i> | Jigsaw materials adopted, fully understood by staff and will be embedded further from September 2022 for all children. | 12.9.22 |
| <i>Targeted Academic Support</i> | Targeted programme of support delivered to EYPP children identified and all made significant progress in this area, particularly SEND children – See individual SEND SPs. SALT involvement will continue in new schools and SENCO/staff have discussed needs of children with new teachers. Resources passed onto new schools to ensure intervention can continue. | 12.9.22 |
| <i>Wider Strategies</i> | Intervention carried out by PSA with targeted EYPP children had positive impact – see children's voice on CPoms | 12.9.22 |