

## Early Years Pupil Premium Strategy Statement 2022–2023

This statement details our school's use of Early Years Pupil Premium 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 had within our school.

### School overview

Detail	Data
School name	Purley Nursery School
Number of pupils in school	Autumn term 2022 - 78 Spring term 2023 - 93 Summer term 2023 - 94
Proportion (%) of pupil premium eligible pupils	Autumn term 2022 – 5 = 6% Spring term 2023 - 7 = 7.5% Summer term 2023 – 7 = 7.4%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	December 2023
Date on which it will be reviewed	Termly to reflect new intake of children
Statement authorised by	Polly Jones/Maria Reeve Head Of School
Pupil premium lead	Polly Jones/Maria Reeve Head Of School
Governor / Trustee lead	Sally Marvin

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Autumn 22: £603 Spring 23: £866.55 Summer 23: £2484.30
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0

## Part A: Pupil premium strategy plan

Every child and young person deserves access to good and outstanding education from the 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 and future life.

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 who have special educational needs and those that speak English as an additional language.

Quality first teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefit all pupils in our school. Implicit in our intended outcomes, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. 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 early years' pupil premium.

The approaches we have adopted complement each other to help all pupils excel. To make certain they are effective we will:

- ensure pupils who are eligible for early years pupil premium make good progress in comparison to other pupils of similar ability by the end of their nursery year
- monitor and target children entitled to early years pupil premium 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 when the need is identified, this includes the early identification of additional needs
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' development and raise expectations 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
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1	Baseline shows that 71% EYPP children are working slightly below age appropriate levels or lower in all areas.
2	Baseline shows that 86% 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	Speech and language is identified as the most prevalent additional need in the school with EYPP pupils making up a large percentage of SEND pupils with
4	Children have had limited first hand life experiences, partially due to being born during the covid19 lockdown. They have not had opportunity to develop their knowledge of the world around them
5	Our observations indicate that the COVID19 lockdown has impacted on language development (not SEND related), wellbeing, social interaction and ability to build relationships for many of our disadvantaged pupils.
6	Building parent partnerships with difficult to reach parents and those that are less engaged in their child's early years education particularly those with high levels of absence.

## 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
Close the gaps in attainment and knowledge for disadvantaged children.	All EYPP children will make better than expected progress and will be working at age appropriate levels by the end of July (unless an additional need has been identified)
Acquisition of language/closing gaps through quality first teaching and the development of a communication friendly environment.	All EYPP children will be using sufficient English vocabulary to communicate their basic needs, wants and join in conversations with their peers and adults.
Agreed developmental targets are met throughout the year. Increased access to speech, language and communication intervention for pupils whose speech related additional needs cannot be met through quality first teaching alone.	Observations made against personalised targets will show that children have met their targets and have acquired the basic skills necessary to engage in learning.
Children will have knowledge of the world beyond their immediate environment, they will have experienced new, real life experiences that would otherwise not be available.	Observations made will show positive interactions between children where children are able to work together or independently to achieve a goal,

	demonstrating resilience and being proud of their achievements.
Parents will engage more positively with their child's learning and will have a better understanding of the importance of early years' education	Stronger parental partnership working will have a positive impact on children's attainment and wellbeing with parents feeling equipped to support their children in positive home learning.

## 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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve language skills for all pupils but particularly those with SLCN and/or who are in the early stages of English language acquisition by ensuring that all staff have the necessary skills to develop language through quality interactions and/or intervention	The SEND Code of Practice states that: "Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life" Research shows that by promoting positive adult-child interactions, indirect interventions create a prime communicative environment for the child (Law et al.,2017)	
Maintain a ratio higher of staff to children that is beyond 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 early years pupil premium children and non early years pupil premium 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	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide school led interventions in identified areas to ensure that any gaps in development against the early years' curriculum areas are targeted and closed.	<p>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. These interventions could be, but are not restricted to :</p> <ul style="list-style-type: none"> <li>· speech and language development</li> <li>· early acquisition of number sense</li> <li>· “Bucket time” – focusing on listening and attention</li> <li>· “What's in the bag” – focusing on language development and social skills</li> </ul>	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly Music teacher employed to teach children listening and attention skills, rhyme and rhythm through songs and opportunities to use a wider range of instruments to boost phonological awareness, and to support well-being and the development of social skills.	Engaging in musical activities contributes to the maintenance of a good general state of wellbeing and mental health, helping us to feel healthy and have vitality. Musical activities can be a great social activity, thus it improves wellbeing by improving the quality and quantity of relationships with others	
Enhanced curriculum to include opportunities for forest school style outdoor learning in the Spinney, weekly cooking activities, local community visits eg, rhyme time at the local library and enrichment opportunities such as incubating eggs and hatching, special visitors to the nursery - puppeteer	“The essential knowledge that children need to be educated citizens” (Ofsted EY Inspection Handbook). Children will have their experiences broadened within the setting and be opened to a new world of learning and wonder, particularly where children have a more disadvantaged home life. Building these experiences from a young age is important as it can guide children to make more informed decisions later in their lives that will allow them to become knowledgeable, empathetic, and kind individuals (BAECE 2019)	
Co-ordinate and lead a comprehensive series of parent workshops to support for example, toilet training, seesaw online	Parental engagement in early years' education is consistently associated with children's subsequent academic success. On average, parental engagement programmes evaluated to date have led to a	

journaling, SEND Support, school readiness, early literacy	positive impact of approximately four additional months' progress over the course of a year. (EEF).	
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**Total budgeted cost: £ 3953.83**

## Part B: Review of the previous academic year 2021-2022

### Outcomes for disadvantaged pupils

Internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was higher than in the previous years across the curriculum.

In some areas of the curriculum particularly the prime areas of Personal, Social and Emotional Development and Communication and Language, children entitled to EYPP made better progress than their peers resulting in raised attainment at the end of the year.

EYPP pupils speaking English as an additional language acquired sufficient language to communicate their needs and wants effectively.

School based interventions had a positive impact on all SEND children including those that were entitled to EYPP. Children consistently met targets that were detailed on ASPs and applied transferable skills to their independent learning.

It is not feasible to have a three year approach as the cohort within our school changes on a termly / yearly basis because of the age of our children and three admission points per year.