

# Early Years Pupil premium Strategy Statement 2023-24

This statement details our school's use of Early Years pupil premium to help improve the development and 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 EYPP had within our school.

## School overview

Detail	Data
School name	Thornton Heath Nursery School
Number of pupils in school	Autumn term 2023 – 98 Spring term 2024 – 117 Summer term 2024 – predicted 140
Proportion (%) of pupil premium eligible pupils	Autumn term – 42% Spring term – 38% Summer term - TBC
Academic year/years that our current pupil premium strategy plan covers	2023-2024– yearly statement as funding received is variable term by term
Date this statement was published	December 2023 revised February 2024
Date on which it will be reviewed	Termly to reflect new intake
Statement authorised by	J Indarsingh Head of Nursery
Governor / Trustee lead	Caroline Diop

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,958 (au / sp) – it is difficult to give an exact figure as the number of pupils entitled to EYPP changes each term as new children arrive at the nursery. From April 2024, 2 year olds will also be eligible for EYPP.
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

## Part A: Pupil premium strategy plan

### Statement of intent

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	Detail of challenge
1	Baseline shows that at least 32% EYPP children are working slightly below age appropriate levels or lower in all areas of the curriculum apart from physical development.
2	Baseline shows that 48% 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 64% of SEND pupils with this need.

4	12% EYPP supported by social services, family support needed.
5	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.
6	Our observations indicate that children born during the COVID19 pandemic lockdown and thereafter have differences in language development (not SEND related), wellbeing, social interaction and ability to build relationships for many of our disadvantaged pupils.
7	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
1. 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).
2. Acquisition of English / closing gaps through quality first teaching and the development of a communication friendly environment.	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 conversations with their peers and adults.
3. 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.
4. Challenges at home where family support and intervention from outside agencies might be required.	Families feel supported by the nursery and have a positive experience of working with outside agencies to ensure that children are happy and safe.
5. 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.	Children will be able to recall the experiences that they have and talk with confidence about their new knowledge.
6. Children will form positive relationships with each other and with adults, they will become confident, independent learners.	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.
7. Parents will engage more positively with their child's learning and will have a better understanding of the importance of early years' education resulting in improved attendance	Stronger parental partnership working will have a positive impact on children's attainment and well-being 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 **this academic year** to address the challenges listed above.

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

Budgeted cost: £ 9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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</p>	<p>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)</p>	<p>1, 2, 3, 5, 6</p>
<p>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</p>	<p>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.</p>	<p>1, 2, 3, 5, 6</p>
<p>Enhancement of curriculum planning and teaching of the prime areas to ensure that all children have equal access to an ambitious curriculum.</p>	<p>The DfE have published “bit-size” training modules to target each of the EYFS areas. Used as a springboard to ensure high quality teaching and interactions as well as enhance environments. Series of workshops for parents.</p>	<p>1, 2, 3, 5, 6,7</p>
<p>All staff trained to deliver Attention Autism “Bucket Time” to support the development of children’s listening and attention skills.</p>	<p>Local Authority SEND advisor is accredited trainer. Positive results from the Bucket Time approach have been observed in nursery over last two years. Increased number of SEND children therefore an additional number of staff are required for the delivery of the intervention.</p>	<p>1, 2, 3, 5, 6</p>

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

Budgeted cost: £4,250

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>• nurture groups</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>	1, 2, 3, 5, 6

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

Budgeted cost: £ 4,208

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased number of DSLs to ensure that a nursery representative is always available to attend professional meetings with social care such as core group, CP conferences.	All professionals concerned with a child's wellbeing should work in unison to ensure the best outcome for the child and family. Robust safeguarding procedures have better outcomes for all.	1,2,3,4,5,6,7
Provide subsidised or in some cases free places at our breakfast school provision to support, well-being, socialisation and attendance issues or to support families in particular need due to home circumstances. Support families with additional hours or early drop off service to enable them to engage in necessary appointments and support services to secure the	Families with intervention from outside agencies such as Early Help, Social Services, Family Justice Centre are often referred on to additional support groups as well as required to attend meetings. Most of the children at the nursery are entitled to only 15 hours of education a week attending either a morning or an afternoon session. By offering additional 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	4, 5, 6

best outcome for all concerned.	scheduled outside of these hours. This also protects our children from over hearing difficult conversations which might impact on their emotional wellbeing. Research shows that if children are hungry, this impacts their capacity to learn. Impact of improved parental engagement is outlined by EEF as having moderate impact for low cost based on extensive evidence.	
Weekly sports coach employed to teach children different physical activities to boost physical development and to support well-being and the development of social skills.	Engaging in sport activities contributes to the maintenance of a good general state of health, helping us to feel healthy and have vitality. Exercise can be a great social activity, thus it improves wellbeing by improving the quality and quantity of relationships with others (SPARK).	1, 2, 3, 5, 6
Enhanced curriculum to include wood working, weekly cooking activities, specialist visitors to the nursery, creative arts including focus artist / music genre each half term.	“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)	1, 2, 3, 5, 6
Co-ordinate and lead a comprehensive series of parent workshops to support for example, early reading, early number sense, speech and language support	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 positive impact of approximately four additional months’ progress over the course of a year. (EEF).	1, 2, 5, 6, 7
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
SENDCO to lead “SEND coffee” mornings to support families of children with SEND and also provide “bite-size”	Under the Early Years Foundation Stage (EYFS) framework (DfE, 2021), practitioners have a statutory responsibility to work in partnership with	

<p>training for parents/carers to enable them to support their child in the home environment. Signpost parents to external support services.</p>	<p>parent/carers, to share information and to promote the learning and development of their child. SEND Code of Practice (DfE and DoH, 2015) emphasises the responsibility of practitioners to work in partnership with parents/carers to ensure that they are provided with opportunities to collaborate and contribute towards their child's learning and development (DfE, 2015).</p>	
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**Total budgeted cost: £ 17,958**

## **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 to 2023 academic year.

Internal assessments during 2022/23 suggested that the performance of disadvantaged pupils was higher than in the previous years across the curriculum. In some areas of the curriculum particularly physical development, managing self, self-regulation, making relationships, 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. Our internal assessments and observations evidenced that children were able to draw on learnt language during their play based learning and this supported the building of friendships, the development of communicative language and consequently independence.

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 pupil passports and applied transferable skills to their independent learning.

Through our ambitious curriculum, children were exposed to a different artist each term and went on to create pieces of work inspired by people such as Shimamoto, Picasso, Kandinsky and Steven Brown. Children composed their own music after listening to Reggae, Motown, classical music and traditional music from around the world.

Through daily bread making, cooking and woodworking, children developed and embedded skills for life with many being able to independently create bread dough from a simple recipe card.

Parents engaged well through our keyworker meetings, curriculum workshops and events such as International Day.

### **Planning, implementation and evaluation**

In planning our new pupil premium strategy, we looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils particularly those in early years who were born during the pandemic.

We used the EEF's implementation guidance and the EEF Early Years' Toolkit to help us develop our strategy and to diagnose specific pupil needs, working out which activities and approaches are likely to work in our school.

We have a robust evaluation framework in place which is revisited on a termly basis and lasts the duration of our yearly approach. 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.