

Early Years Pupil premium Strategy Statement 2021-22

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 2021 – 92 Spring term 2022 - 107
Proportion (%) of pupil premium eligible pupils	Autumn term – 42% Spring term - TBC
Academic year/years that our current pupil premium strategy plan covers	2021-2022 – yearly statement as funding received is variable term by term
Date this statement was published	December 2021
Date on which it will be reviewed	December 2021
Statement authorised by	J Indarsingh (HoN)
Governor / Trustee lead	Caroline Diop

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Three year trend averages £7,500.00 – 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.
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 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 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 early years' pupil premium.

Imbedded 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 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
- 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 55% EYPP children are working slightly below age appropriate levels or lower in all areas
2	Baseline shows that 55% 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
4	17% EYPP supported by social services, family support needed
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

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. Closing the gaps	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	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 through-out the year. Increased access to speech and language intervention for pupils with speech related additional needs.	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 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.

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: £ 3,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase training for a member of staff in speech, language and communication through ELKLAN and work towards creating a communication friendly school. All staff to receive speech and language training.	The development of children’s spoken language underpins all seven areas of learning and development. The number and quality of the conversations they have with adults throughout the day in a language rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively.	1, 2, 3, 5
Purchase language rich core books to be used by each practitioner in focused teaching and learning groups. Core books to be available for children to browse throughout the day and to take home to share with their families.	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 and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.	1, 2, 3, 5
Purchase dual language books that reflect the languages spoken in the nursery to be used by each practitioner in focused teaching and learning groups. Core books to be available for children to browse throughout the day and to take home to share with their families.	Speaking more than one language has lots of advantages for children. It is the norm in many countries around the world. Children will learn English from a strong foundation in their home language. It is important for you to encourage families to use their home language for linguistic as well as cultural reasons. Parents and carers make a crucial difference to children’s outcomes. By including dual language within our core books parents are able to engage in supporting their children’s understanding and development of their home language.	1, 2, 3, 5
Maintain a ratio higher of staff to children that is beyond the statutory	Quality interventions are put in place to support closing the gaps between early years pupil premium children and non-	1, 2, 3, 5

requirement in order to facilitate small group interventions and 1:1 support when necessary	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)

Budgeted cost: £ 2,285.00

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"> • early acquisition of number sense • nurture groups • early phonics skills focusing on listening and attention • "Bucket time" – focusing on listening and attention <p>"What's in the bag" – focusing on language development and social skills</p>	1, 2, 3, 5

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

Budgeted cost: £ 1,575.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support families with additional hours or early drop off service to enable them to engage in necessary appointments and support services to secure the best	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	4,5

outcome for all concerned.	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 scheduled outside of these hours. This also protects our children from over hearing difficult conversations which might impact on their emotional wellbeing.	
Through the early years curriculum provide a wide range of high-quality activities to boost wellbeing, health, working together and aspiration for disadvantaged pupils	Children have free-flow access to a stimulating, challenging outdoor environment to promote physical health and mental well-being. Children have regular yoga sessions which not only promotes physical strength but also mental well-being. Through collaborative projects such as creating large installations of art work children build relationships learning to turn take, negotiate, listen to each other and celebrate together.	1, 2, 3, 5

Total budgeted cost: £ 7,600.00

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 2020 to 2021 academic year.

<p>Internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years across the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.</p> <p>At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers which could account for the impact on their performance or previous three year trend showed that early years' pupil premium children historically outperform non-early years' pupil premium children.</p>
