

# Early Years Pupil Premium Strategy Statement – Perry Beeches Nursery School

This statement details our school's use of early years' pupil premium funding 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 outcomes for disadvantaged pupils last academic year

## School overview

Detail	Data
Number of pupils in school	64
Number of Pupil Premium eligible pupils	21
Academic year/years that our current Pupil Premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22, 2022-23, 2023-24
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Helen Masaun
Pupil Premium lead	Helen Masaun
Governor Lead	Sue Buntin

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 2, 808 indicative
Recovery premium funding allocation this academic year	n/a
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	n/a
<b>Total budget for this academic year</b>	£ 2, 808

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all children, irrespective of their background or the challenges they face, make good progress and are on track in all areas of the Early Years Foundation Stage when they leave us to go to Primary School. The focus of our early years' pupil premium strategy is to support disadvantaged pupils to achieve that goal and close any gaps in their knowledge or skills.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, Looked After Children and children with special educational needs. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to each child's needs, informed by our conversations with parents before children start nursery and ongoing observations and assessments of the child.

We will base all initiatives in our nursery curriculum and environment which are language-rich, nurturing and focuses first on the prime areas of learning. This will ensure that all children can fully assess all seven areas of learning at nursery and be ready and able to thrive in their Reception class when they leave us.

### Challenges

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

Challenge number	Detail of challenge
1	Wellcomm assessments, observations of children and discussions with parents show that disadvantaged pupils have generally lower levels of language skills and vocabulary than their peers.

2	Conversations with parents and the children have shown that our disadvantaged children have less access to enrichment activities, books and educational toys outside of school.
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## 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
Improved language skills and vocabulary	Children to have the gap closed in their WellComm score by at least one band by the time they leave the school to go to Reception
Improved self-confidence, concentration, independence skills and high wellbeing	<p>Good engagement levels and independence skills are observed in the classroom.</p> <p>Children are assessed as having a higher level of engagement and wellbeing by their key worker.</p> <p>Children are on-track in PSED when they leave the school.</p>
Enrichment experiences at nursery expand their vocabulary and knowledge	<p>Children use new vocabulary learnt through experiences in their everyday play and conversation.</p> <p>Children link experiences to activities completed in class</p>

## 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: £2,800 Live Playhouse Theatre Performances and Storytelling Sessions & Staff Training and CPD.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Consistent use of Wellcomm across the school to assess language skills & adult-led small group sessions to teach vocabulary using the Wellcomm materials	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1
Cost of wider experience activities subsidised.	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	1, 2

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

Budgeted cost: Covered within our existing staffing budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adult led 1 to 1 & small group sessions to develop attention, listening and language skills WellComm Toolkit.	Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2

**Total budgeted cost: £ 2,808**

## Part B: Review of outcomes in the previous academic year

### Outcomes for disadvantaged pupils

Children's attendance was disrupted in 2021-22 by the on-going Covid-19 pandemic. Although low numbers of our children needed to self-isolate due to actually having Covid, many more were unable to attend nursery when their parents or older siblings had to self-isolate or were ill. Staffing was also disrupted by the pandemic, with some of the planned small group interventions having to be cancelled due to a lack of supply staff being available to cover permanent staff off ill.

Many of the additional experiences usually offered e.g. visits out of nursery, were still not able to take place, however wider experiences were brought into nursery instead such as a clay artist, Theatre and storytelling workshops by the Playhuse Theatre, Animal lecture Theatre, Living eggs to watch chickens hatching, and weekly visits from a Specialist Early Years Music teacher from the Music service.

We have continued to close the attainment gap for our early years pupil premium eligible children and also for our many disadvantaged children who are not eligible for EYPP.

On entry to Nursery, 42% of our children were well below (over 6 months behind) their expected language levels on the Wellcomm screening and only 28% were at age expected. On exit only 18% were well below and 56% were at age expected. Most children had closed the gap in their language by at least 3 months.

#### Externally provided programmes

Programme	Provider
Wellcomm	G.L.Assessment