

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	61
Number of Pupil Premium eligible pupils	12
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2022-23 £2,808 2023-24 £2,902 2024-25 £4,039
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
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	£4,039 indicative
Recovery premium funding allocation this academic year	n/a
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£4,039

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.

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	Good engagement levels and independence skills are observed in the classroom. Children are assessed as having a higher level of engagement and wellbeing by their key worker. Children are on-track in PSED when they leave school.
Enrichment experiences at nursery expand their vocabulary and knowledge	Children use new vocabulary learnt through experiences in their everyday play and conversation. Children link experiences to activities completed in class.

Activity in this academic year

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

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Consistent use of WellComm across the school to assess language skills & adult-led 1:1 and small group sessions to teach vocabulary using the WellComm materials	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 engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2
Adult led 1:1 & adult led small group sessions to develop attention, listening and language skills (Attention Autism & WellComm groups).	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, have high impacts on reading. Oral language interventions Toolkit Strand Education Endowment Foundation EEF	

Total budgeted cost: £4,039

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

We have continued to close the attainment gap for our early years pupil premium eligible children and also for many disadvantaged children who are not eligible for EYPP. On entry to Nursery, 42% of our children were below 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. Children were on-track in PSED when they left school.

Externally Provided Programmes

Programme	Provider
WellComm	G.L.Assessment