# Early Years Pupil Premium Strategy Statement

**St Edmund’s 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 the effect that last year’s spending of early years pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | St Edmund’s Nursery School |
| Number of pupils in school | 232 |
| Proportion (%) of pupil premium eligible pupils | 34/102 (3-4s) or 35% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 3 |
| Date this statement was published | Nov 23 |
| Date on which it will be reviewed | Nov 26 |
| Statement authorised by | EHT/ Chair Govs |
| Pupil premium lead | Sian Hudson |
| Governor / Trustee lead | Imran Hafeez |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year  Allocated termly, numbers will increase termly | £3,400 Autumn Term |
| 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**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £12,000 (approx) |

# Part A: Early Years Pupil Premium Strategy Plan

## Statement of intent

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| 1. The extra funding that we receive from Early Years Pupil Premium will be spent on providing real life learning experiences for our children and their families. We hope to inspire and enthuse everyone – children, families and staff alike and encourage them to talk about their experiences and what they have learnt together. We will record experiences in different ways (photos, videos, drawings, audio) and revisit them with children and their families, encouraging talk and communication and reliving and consolidating the learning that took place. 2. We hope to take children out of Nursery as often as we can, to local parks, shops, libraries, theatres and further afield to farms, woods, beaches and other exciting places! Forest School forms part of our curriculum and children in receipt of EYPP funding are prioritised. We include parents and carers too and aim to broaden horizons and show families some of the exciting things they can do with young children that will make learning real and memorable as well as lots of fun! 3. We will also organise lots of real life learning experiences in Nursery! Children and families are central to all that we do and we involve them in all aspects of Nursery life. Children help to prepare the food for their snack, grow fruit, vegetables and flowers in our garden, cook outside on an open fire and make dens. We have a range of visitors; musicians, nocturnal animals, the emergency services, the mobile farm and many more. 4. We are very lucky to have a resident artist who works with us once a week. She is an expert in drawing, creating, making and imagining and works with children, families and staff, inspiring and encouraging us to discover our own creativity. 5. Our active curriculum is supported by weekly sessions with a football coach who successfully engages children and staff through games, ball skills and teamwork! 6. Sharing books and stories is at the centre of our practice. Every term we hold a sharing stories session where children and families come together to hear a story and learn about the simple and beneficial ways books and stories can be shared often at home. All children in receipt of EYPP funding receive a copy of the ‘core story’ alongside a bookmark with suggested questions, vocabulary and explanations that effectively support the sharing of each key text. 7. The extra money from Early Years Pupil Premium funding enables all of this to happen and for those eligible children have a recognisable impact on their learning, progress and achievement both now and in the future. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | On entry (baseline) assessment indicating low or well below starting points across all areas of learning. |
| 2 | Significant Speech, Language and Communication delay |
| 3 | Low wellbeing and involvement |
| 4 | Adverse Childhood Experiences (ACEs) impacting on wellbeing, confidence, ability to self-regulate and build relationships. |
| 5 | Lack of social experiences |
| 6 | Lack of experiences in the wider world |
| 7 | Limited access to outdoor play and learning for some families |

## 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.

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| Intended outcome | Success criteria |
| Children will make expected or above expected progress in all areas of learning | 1+ steps of progress per term of attendance.  Individual targets on EYPP plans met |
| Attainment gaps between those in receipt of EYPP funding and those who are not will reduce significantly. | EYPP group attaining generally, more in line with the cohort |
| Children will develop a love of books and enjoy sharing a book with an adult and ‘reading’ independently both at Nursery and at home | Children make 1+ steps of progress in reading per term of attendance at Nursery.  Families are supported to share books often with their child and confidence and knowledge of how to do this effectively, improves |
| Children will enjoy more ‘wider world’ experiences and be able to talk (or communicate in their own way) about these experiences. | Children and families enjoy a range of additional ‘wider world’ experiences both in and out of Nursery.  As experience and confidence grow as does vocabulary and the ability to communicate and share these experiences |
| Children will make progress on their journey towards self-regulation. | Children can recognise and identify/name their emotions.  Children are more aware of strategies they can use which enable them (with support) to return to balance/calm.  Families have a greater awareness of how to support their child emotionally and also have a growing understanding of supporting self-regulation for themselves and their child.  Increased ability to self-regulate supports learning and school readiness. |
| Children will have many outdoor experiences, which support their development, learning and health. | Children and their families take part in Forest Schools and other forms of outdoor learning  Families have a greater understanding of how being outdoors can benefit their child and are encouraged to get ‘out and about’ more often. |

Activity in this academic year

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

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

Budgeted cost: Staff Training: £300

See below for cost for artist and football coach

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Time and support for key persons to develop an ‘Individual Plan’ for each child in receipt of EYPP funding |  | 1, 2, 3, 4, 5, 6, 7 |
| Staff Training: Supporting self-regulation  Supporting speech, communication and language | EEF Early Years Toolkit: Self-Regulation Strategies  <https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies>  EEF Early Years Toolkit: Communication & Language Approaches  <https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches> | 1, 3, 4, 5 |
| Employing an experienced ‘specialist’ EYP who supports the children who ‘need it most’ with their speech, language and communication. Regular 1:1 and small group work in and out of the classroom | Prioritise the development of communication and language  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-year>  ‘Disadvantaged children in particular can benefit significantly from good quality pre-school experiences’ EPPE 2004  <http://193.61.4.225/web-files/our-staff/academic/edward-melhuish/documents/EPPEprimary.pdf>  Sutton Trust: What makes great teaching?  <https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf> | 1, 2, 3, 4, 5, 6, 7 |
| High quality interactions that support children’s communication, language and learning | Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children’s language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.  <https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches>  Prioritise the development of communication and language  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-year> | 1, 2 |

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

Budgeted cost: £700 (Books) £10,000 (artist and football coach) £1,000 (staff cover for Forest School)

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional reading experiences  Children sharing a book 1:1 with an adult at Nursery every day | EEF – Early Years Toolkit Early Literacy approaches  <https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches>  EEF – Preparing for Literacy.  Recommendation 4: Develop children’s early reading using a balanced approach  Recommendation 5: Support parents to understand how to help their children learn  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years> | 1, 2, 3, 4 |
| Gifting a copy of all Core Stories.  Sharing Stories sessions to support families to use the books effectively to support their child’s learning | As above | 1, 2, 3, 4 |
| Forest School. Small group sessions to support the development of the whole child, but specifically the prime areas of learning.  Led by a ‘Forest School’ trained practitioner | The impact of outdoor learning on children’s health and wellbeing, wider achievements, attainment and personal development is often recognised by practitioners  Education Scotland: Outdoor Learning  <https://education.gov.scot/improvement/Documents/hwb24-ol-support.pdf>  Outdoor learning boosts confidence, social skills, communication, motivation, physical skills, knowledge and understanding  <https://literacytrust.org.uk/blog/the-benefits-of-outdoor-learning-in-the-early-years/> | 1, 2, 3, 4, 5, 6, 7 |
| Artist in residence – weekly sessions  Embracing the cultures, languages and traditions that children and their families bring, and considering how we might value and celebrate these. | Early years arts experiences can impact positively on confidence, self-esteem, personal, social and emotional development and behavioural health, breaking down language barriers, cultural prejudices or societal differences and leading to decreased social problems, reduced inequality and increased creativity.  <https://earlyarts.co.uk/7-benefits-of-arts-in-the-early-years>  Research shows that when children and families’ cultures are valued, both the child’s experience of learning and progress can benefit  Early Education: Cultural Capital  <https://early-education.org.uk/cultural-capital/> | 1, 2, 3, 5, 6 |
| Real life learning experiences  animals, trips, visitors, special events.  50 Things to Do Before You’re Five | 50 Things – evidence and impact  <https://www.50thingstodo.org/impact/evidence>  50 Things activities  <https://bradford.50thingstodo.org/app/os#!/bradford-activities> | 1, 2, 5, 6, 7 |

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

Budgeted cost: See above

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Supporting children effectively on their journey towards self -regulation | EEF - Embed opportunities to develop self-regulation  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years>  EEF Early Years Toolkit Self Regulation Strategies  <https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies> | 1, 3, 4, 5 |
| Forest School. Small group sessions to support the development of the whole child, but specifically the prime areas of learning. | The impact of outdoor learning on children’s health and wellbeing, wider achievements, attainment and personal development is often recognised by practitioners  Education Scotland: Outdoor Learning  <https://education.gov.scot/improvement/Documents/hwb24-ol-support.pdf>  Forest School experiences boosts confidence, social skills, communication, motivation, physical skills, knowledge and understanding  <https://literacytrust.org.uk/blog/the-benefits-of-outdoor-learning-in-the-early-years/> | 1, 2, 3, 4, 5, 6, 7 |

**Total budgeted cost: £12,000**

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

## Early Years Pupil Premium Strategy Outcomes

This details the impact that our Early Years Pupil Premium activity had on pupils in the 2022 to 2023 academic year.

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| |  |  |  | | --- | --- | --- | | Area of Learning | On Entry 22/23  At or Above | On Exit July 23  At or Above | | PSED  Personal, Social and Emotional Dev | 37%  14/38 children | 92%  35/38 children | | CL  Communication and Language | 16%  16/38 children | 87%  33/38 children | | Overall Progress  All areas of learning |  | Good or better overall progress  84%  32/38 children |  1. The impact of the additional experiences in these key areas of learning can be seen by the increase in numbers of children achieving At or Above Typical for their age on exit from Nursery and by the high percentages of good or better overall progress. 2. The increased focus on CL in 22/23 led to improvements in this area for the group of learners in receipt of EYPP funding. |