



Early Years Pupil Premium Strategy

2022 – 2023

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 pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our nursery school.

School overview

Detail	Data
School name	Peartree Way Nursery
Number of pupils in school	Autumn 75 (24 eligible for EYPP) 32%
Proportion (%) of pupil premium eligible pupils	Spring 91 (29 eligible for EYPP) 32%
	Summer 90 (25 eligible for EYPP) 26%
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	October 2022
Date for interim review	March 2023
Date for final review	July 2023
Statement authorised by	Deborah Willcox, Headteacher
Pupil premium lead	Stacey Smith, Support Co-ordinator
Governor	Bridy Speller

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year-Autumn Term (N2 cohort)	N2 -24 x £100 = £2400
Pupil premium funding allocation this academic year-Spring Term (N1 + N2 cohorts)	N2 - 22 x £100 = £2200 N1 – 6 x £100 = £600 Total = £2800
Pupil premium funding allocation this academic year-Summer Term (N1 + N2 cohorts)	N2 – 23 x £100 = £2300 N1 – 2 x £100 = £200 Total = £2500
Recovery premium funding allocation this academic year	N/A

Part A: Pupil premium strategy plan

Statement of intent

At Peartree Way Nursery School our aim is that all children, irrespective of their background or the challenges they face, have a great start, make strong progress and achieve high attainment across all areas of learning. The focus of our pupil premium strategy is to support all children at risk of disadvantage to achieve that goal, including progress for those who are already high attaining.

When allocating the funding we will assess the context from which the child is working within-we take a holistic approach to providing support and look at potential challenges in both academic attainment and family support and enrichment. Research tells us that high attaining children are at risk of falling off of the trajectory so we allocate funding and carefully provide support irrespective of their starting points.

High quality provision is proven to be the key driver for raising attainment for all children including those at risk of disadvantage. At Peartree Way our commitment is to ensure that the nursery is a place where children thrive. The allocation of funding is carefully thought out to ensure that all children benefit from raised standards of provision.

Our strategy is to identify the key actions for individual children and families that will make the difference. School leaders are familiar with current research and use this research to inform decisions. Every child's achievement and potential barriers are assessed, discussed and reviewed. Our fluid approach results in regular reviews and careful monitoring of impact to ensure that the allocation of funded is effective in making a difference.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and transition information indicate that many children, including those at risk of disadvantage, have starting points in communication and language which are lower than those expected of their chronological age.
2.	A small minority of families including those at risk of disadvantage require support to ensure that the home and home learning environment promotes strong progress.

3.	Observations and transition information indicate that some children, including those at risk of disadvantage have starting points in personal, social and emotional development which are lower than those expected at their chronological age.
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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 communication and language skills and vocabulary.	<ul style="list-style-type: none"> • Children will make strong progress from their starting point. • Children will achieve the curriculum intent • Children will be well prepared for the next stage in their education.
Families require support to ensure that the home learning environment promotes strong progress.	<ul style="list-style-type: none"> • Families will work in strong collaboration with the school • Families will feedback positively on strategies implemented • Evidence will indicate that improvements in the home learning environment have positively impacted on outcomes • Children will be appropriately clothed to enjoy the whole environment throughout the year.
Improved PSED, resilience and perseverance to try something new	<ul style="list-style-type: none"> • Children will make strong progress from their starting point. • Children will achieve the curriculum intent. • Children will be well prepared for the next stage of their education.

Activity in this academic year

This details how we intend to spend our Early Years Pupil Premium **this academic year** to address the challenges listed above.

Teaching and Targeted academic support

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Our Intervention and Support Co-ordinator will lead on interventions for speech and language.</p> <p>Wellcomm screening to take place across both Pre-School and Nursery.</p> <p>50% of EYPP cohort have been assessed at significantly below age appropriate development for Communication and Language.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as Wellcomm are inexpensive to implement with high impact and positive outcomes for children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	<p>1,2,3</p>
<p>Funded additional sessions and extension to the school day is provided for children to support parents back to work or where the family need extra support.</p> <p>Extended sessions or lunch clubs provide target children with further opportunities in line with their 30 hour peers.</p> <p>Book bags containing key texts and props have also been shared to encourage engagement in reading at home.</p> <p>Uniforms and appropriate clothing is gifted to families</p>	<p>There is strong evidence that there is a link between low family income and poor academic achievement. By supporting parents back to work will improve outcomes for children.</p> <p>https://www.lse.ac.uk/business/consulting/assets/documents/closing-gaps-early.pdf</p> <p>Extra session support will also be provided to ensure parents attend meetings and training to support them with parenting skills</p> <p>Information is also being shared to promote use of the local library who run activity sessions at weekends</p>	<p>1,2,3</p>

<p>to ensure children are appropriately dressed and can engage in learning across the environment.</p> <p>Numicon at Home to be considered for new children – packs have been sent home in previous years to children who are now moving through the school.</p>		
<p>Parental collaboration is a key driver in the Nursery. Funding is used to ensure that parents/carers receive fortnightly updates from their child's keyworker.</p> <p>Leadership time is being used to develop a responsive annual parental engagement strategy</p> <p>Purchasing equipment to support with Physical Development to encourage a 'can do' attitude.</p>	<p>Parental engagement in early years education is consistently associated with children's subsequent academic success.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/education-evidence/guidance-reports/supporting-parents&utm_medium=search&utm_campaign=site_search&search_term=Parent</p> <p>Information from DfE shared which is linked with the NHS Better Health Start for Life programme.</p> <p>https://www.nhs.uk/start4life/baby/learning-to-talk/3-to-5-years/?WT.mc_ID=PR_Organic#anchor-tabs</p>	<p>1,2,3</p>

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on Therapeutic Approaches to Behaviour management (TAB) with the aim of developing our school ethos and supporting children to self-regulate their emotions and have the language to be able to express their feelings. This has rolled over from 2021/2022 due to the delivery of training and the induction of new staff. This is also reflected in our Positive Behaviour Policy.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</p>	<p>1,3</p>
<p>Support from HfL to ensure our curriculum is accessible for all and easily understood by parents. This should also support home learning confidence.</p>		<p>1,2,3</p>

Interim review

April 2023

- Outbreak of COVID-19 and a large number of absences (both staff and children) in the Spring Term impacted on our parental engagement. This is being reviewed and re-established during the Summer Term 2023.
- Donations of uniform was well received and children were seen to wear this and so were appropriately dressed for the weather. Waterproofs are supplied for all to use in school so there were no barriers to outdoor access.
- Numicon has not been shared but will be reviewed as part of parental engagement planning for practical workshops with the sets given to take home.
- Book bags have enabled children to access stories and the opportunity to share a range of books at home. Verbal conversations between parents and children have evidenced interactions with a focus on book choice, pictures and repetition of choice. Future plans will link these to parent workshops.
- EYPP support is co-ordinated by Stacey Smith in her role as Intervention and Support Co-ordinator.
- Stacey provides interventions for those who require them, for approximately 50% of the week through 1:1 sessions and activities within the session, depending on the child's need. Mid-year Wellcomm assessments have shown that those identified as being at Age Related Expectations have made sustained progress. These children continue to be supported through quality interactions throughout the sessions. Those children who are receiving targeted support have made at least two stages of progress (mid-year expectation is for one stage). One child has been assessed as having additional needs and remains at a pre-verbal level. Recent visits by SEN and ASD Advisory Teachers have highlighted the progress children have made. A recent online update with our link Speech and Language therapist has highlighted the extremely long waiting lists and so specific support has been shared for Stacey to implement.
- A physical activity audit has taken place and we have invested in a number of resources to support gross motor development. This was highlighted in a Hertfordshire County Council commissioned visit report.
- TAB training has been delivered to the majority of the staff (there have been some recent changes to our team) A refresher is planned for the Autumn Term 2023
- Plans for transition support are in their early stages but dates have been booked through the DSPL and all receiving schools will be encouraged to visit. For children starting at Peartree Way, existing settings are being contacted. Transition between Pre-School and Nursery will take place during a child's session.

Part B: Review of outcomes in the 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.

July 2023

The implementation of a new curriculum was responsive to the children's needs and stages of development. This will need to be reviewed for our new cohort.

There were high numbers of children with Speech, Language and Communication Needs who received support from our Intervention and Support Co-ordinator. End of year Wellcomm showed that 96% of the children were at age related expectations with 82% of those making three or more stages of progress. A meeting with our link Speech and Language Therapist (SaLT) highlighted the high levels of support these children were receiving in school. Following a visit from a child's SaLT, it was noted that Stacey was able to sustain engagement for longer during her sessions that the SaLT was able to at home. Therefore, the daily sessions Stacey was providing had a positive impact on the length of interactions and engagement and so increased the child's communication skills. This child is settling into their Reception class as clear transition support ensured strategies were shared.

Additional transition support has been put in place for EYPP children. The impact of this will be evidenced when the Headteacher meets up with the Early Years Lead from our main receiving school during the Autumn Term to discuss Baseline and EYFSP data.

Parental engagement remains a priority but positive relationships have been built between families and the Key Person which is evidenced in the email contacts that were maintained throughout the year.