



Early Years Pupil Premium Strategy

2023 – 2024

This statement details our school’s use of early years pupil premium funding to help improve the attainment of our disadvantaged pupils. This 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 Children become eligible for EYPP the term after their third birthday Funding is approximately £100 per term per child	Autumn Nursery - 7 (18%)
	Spring Nursery – 11 (29%) Voyagers – 5 (33%)
	Summer Nursery – 11 (29%) Voyagers – 9 (33%) Pre-School – 10 (26%)
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	October 2023
Date for final review	July 2024
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)	Nursery (N2) = £700
Pupil premium funding allocation this academic year-Spring Term (N1 + N2 cohorts)	Nursery (N2) = £1100 Voyagers (N1) = £500
Pupil premium funding allocation this academic year-Summer Term (N1 + N2 cohorts)	Nursery (N2) = £1100

	Voyagers (N1) = £900 Pre-School (N1) = £1000
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 funding is effective on 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. This may be linked to ramifications of the Covid-19 Lockdown.
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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.
To provide extended sessions which will increase attendance and support progress through strong and effective relationships	<ul style="list-style-type: none"> • Children's attendance will improve; parents will understand the importance of regular attendance to secure strong progress. • Children will achieve our curriculum ambition to have a sense of belonging and connection to the community. • Children will be prepared for, and make a smooth transition to their next setting.
Improved links with parents for greater involvement in their child's learning and development	<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: £5000

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 takes place across both Pre-School and Nursery at regular intervals across the school year</p> <p>Initial Wellcomm assessments have shown that 86% of the EYPP cohort require additional support for speech, language and communication delay.</p> <p>Daily interventions will provide opportunities for targeted speech and language support, building on SaLT advice and/or Wellcomm gaps for example</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, lunch clubs or after school clubs provide target children with</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</p>	<p>1,2,3</p>

<p>further opportunities for conversational language and social interaction.</p> <p>Book bags containing key texts and props are also shared to encourage engagement in reading at home. Library areas are established to support the sharing of quality texts at home. Grant has been sourced from Stevenage Community Trust to support the purchasing of quality and diverse texts to reflect our community. These structured library areas allow access to core texts to promote a love of reading, increased phonological awareness and sharing familiar rhymes</p>	<p>with engagement with external agencies where/when necessary</p>	
<p>Parental collaboration is a key driver in the Nursery. Parent workshops are planned during the Autumn and Spring terms</p> <p>Leadership time is being used to develop an environment which reflects our cohort and community.</p> <p>All staff and children will have a Family Book to enhance their sense of belonging and value within our school family. Photos can be sent in by parents to be printed at school</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>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>To promote well-being - to give compassionate, timely support to the families of our disadvantaged children when they are in need.</p> <p>Providing opportunities to support with cultural capital e.g. visiting farm, hatching ducklings or chicks, gardening activities, hatching butterflies etc.</p>	<p>Attendance will be improved</p> <p>Case studies for children who are supported through challenging life experiences</p> <p>Children will be able to relate to first hand experiences when sharing stories, talking about activities and what they have observed while plants and animals grow.</p>	<p>1,2,3</p>

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 2023 to 2024 academic year.

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