# Early Years Pupil Premium Strategy Statement – Featherstone 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

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| Detail | Data |
| Number of pupils in school | 80 (October 23 census) |
| Proportion (%) of pupil premium eligible pupils | 40% of 3-4 year olds |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-22, 2022-23, 2023-24 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | Sharon Eeles |
| Pupil premium lead | Sharon Eeles |
| Governor / Trustee lead | Abigail Cartmale |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £11,500 (approx.) |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £11,500 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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 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 ‘All About Me’ conversations with parents before children start nursery and ongoing observations and assessments of the child. Forest School has proved over many years to be an initiative that targets many of the challenges our children face and helps them develop the attitudes, knowledge and skills they need to succeed at primary school.  We will base this and the other initiatives in a nursery curriculum and environment which is 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.

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| 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 | Our disadvantaged pupils often live in flats and so, therefore, do not have access to a garden and this can result in less developed gross motor skills and understanding of the natural world. |
| 3 | Our disadvantaged pupils have higher levels of parents with mental health issues which can negatively impact their own wellbeing and self-confidence. |
| 4 | Our wellbeing screening (Leuven Scales) shows that our disadvantaged pupils have lower engagement levels and well-being than their peers. |
| 5 | 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. |
| 6 | Some of our disadvantaged children come to nursery hungry and not able to concentrate on their learning. This has been made worse due to the cost of living crisis. |

## 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 |
| 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 score at least a 3 in engagement and wellbeing on the Leuven Scales  Children are on-track in PSED when they leave the 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 |
| Children are well-fed and ready to learn and make healthy choices with food | No child says they are hungry at nursery or cannot concentrate due to feeling hungry  The children develop healthy eating habits which will stay with them for life. |

## 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: £5000

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| 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:  [Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) | 1 |
| ½ day Forest School sessions per fortnight to widen experiences, develop confidence, self-help, independence and language skills, and raise wellbeing | There is strong evidence that shows that children’s academic attainment, social development, language and communication and emotional well-being is increased as a result of Forest School  <https://www.tandfonline.com/doi/full/10.1080/03004430.2018.1446430>  https://www.forestschooltraining.co.uk/forest-school/research/ | 1, 2, 3, 4, 5 |
| Cost of wider experience activities subsidised e.g. Living Eggs, Animal Antics, The PlayHouse Theatre | There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.  https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation | 1, 2, 5 |

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

Budgeted cost: £5000

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| 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 using Bucket Time, PIC and SOGS toolkits, Concept Cat | 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.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>  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:  [Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) | 1 |

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

Budgeted cost: £1500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| A healthy breakfast is provided to ensure children are fed and ready to learn. | Young children are growing quickly and have high energy and nutrient requirements for their size. They also eat smaller amounts than older children and adults, so it is important for them to eat regular meals and snacks that contain sufficient energy and nutrients for their needs.  The pilots for the universal free school infants meals by the DfE found that children eating healthy meals at school had improved performance in the classroom. Improvements in attainment were strongest amongst pupils from less affluent families and amongst those with lower prior attainment. They also found social and behavioural benefits from children who sat down to eat with friends and teachers  https://www.parliament.uk/globalassets/documents/commons-committees/Education/evidence-check-forum/Universal-infant-free-school-meals.pdf | 6 |
| Fruit / vegetable sticks provided for snack mid-morning and mid-afternoon | Research confirms that healthy eating habits in the years before school are very important because they influence growth, development and academic achievement in later life  Over a fifth of children are either overweight or obese by the time they join reception class in primary school  Eat Better Start Better – Voluntary Food and Drink Guidelines for Early Years Settings in England:  http://cft-staging-cdn.core-clients.co.uk.s3-eu-west-1.amazonaws.com/2015/06/CFT\_Early\_Years\_Guide\_Interactive\_Sept-12.pdf | 6 |
| Early Words Together Parent Courses | There is strong evidence that suggests that in the early years, programmes that encourage parents to engage with their children’s learning have a positive impact on their attainment, especially in literacy and with children with low prior attainment.  https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement | 1 |

**Total budgeted cost: £**11,500

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

**Outcomes for disadvantaged pupils**

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| In the academic year 2022-23 Forest School activities had to still be led by non-forest school leaders but all our 3-4 year olds had a fortnightly session in Forest School. This impacted positively on the children’s development in Understanding the World, PSED and Communication and Language. Forest School was prioritised when we had staffing difficulties to ensure the children continued to receive this high impact intervention.  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. In their Nursery 2 year the percentage of children who were age-appropriate increased from:   * 40% to 56% in Communication and Language * 48% to 82% in Personal, Social and Emotional Development * 74% to 88% in Physical Development * 33% to 56% in Literacy * 31% to 64% in Maths * 31% to 73% in Understanding the World * 47% to 83% in Expressive Arts and Design   On entry to their N2 year, 36% of our children were well below (over 6 months behind) their expected language levels on the Wellcomm screening and 36% were at age expected or above. On exit only 27% were well below and 48% were at age expected. Most children had closed the gap in their language by at least 3 months.  Parents commented in the July 23 questionnaire that they felt we had helped their children get ready for school. Many of them said we had helped their child increase in confidence, social skills and improved their communication and language skills. 95% of parents said that we support their child’s wider personal development.  Our provision of breakfast and snack became even more important this year as families struggled with the cost of living crisis. This initiative is enabling children to concentrate on their learning in nursery.  Three Early Words Together parent courses ran successfully in 2022-23, with all parents reporting that the course enabled them to encourage their child’s language and communication skills more.  Two staff took part in training on bucket time (Attention Birmingham) in Spring 2023. This enabled a more focussed use of this technique with targeted children. The listening and attention skills of the targeted children were greatly improved over the year.  The Concept Cat programme was also successfully introduced with the 3-4 year olds. This had a positive impact on children learning new vocabulary and concepts at nursery and at home. This is being extended to our two year olds in 2023-24. |

Externally provided programmes

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| Programme | Provider |
| Wellcomm | G.L.Assessment |