

Early Years Pupil Premium Strategy Statement

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 pupil premium had within our school.

School overview

Detail	Data
School name	Featherstone Nursery School
Number of pupils in school	95
Proportion (%) of pupil premium eligible pupils	34% 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	17/12/2021
Date on which it will be reviewed	December 2022
Statement authorised by	Sharon Eeles
Pupil premium lead	Sharon Eeles
Governor / Trustee lead	Abigail Cartmale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5263 (indicative)
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£5263

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 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.

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.

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 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

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: £4000

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	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.forestschoolltraining.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 & Storyteller sessions	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: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adult led 1 to 1 / small group	Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some	1

bucket time sessions to teach self-regulation, listening & concentration skills	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £263

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Words Together Parent Courses	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1

Total budgeted cost: £5,263

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Although our nursery school was open for the entire academic year 2020-21, children's attendance was disrupted by many parents choosing to keep their children off nursery for large periods of time due to the fear of covid-19. We produced home learning materials and issued these as hard copies as well as through our Tapestry online system, but the amount of meaningful play and learning that took place with the children at home varied greatly depending on the family's situation and abilities. A play worker, working from home, supported our more vulnerable families and arranged phonecalls with other staff as required to ensure they were helped as much as possible with home learning, whilst the other staff worked with the children in school.

Some of the planned interventions in 2020-21 were disrupted by covid-19. Many of the additional experiences usually offered e.g. visits and visitors were not able to take place. One Early Words Together parents' course took place outside, but some targeted parents were reluctant to join the course because of the risks from covid.

Forest School activities took place in bubbles, but these had to be led by non-forest school leaders and the progress in The World strand was not as great as in previous years.

Despite all this we continued to close the attainment gap for our early years pupil premium eligible children. On entry into our 3-4 year old room, our pupil premium children had been on average 6 months behind their chronological age. On leaving us to go to primary school they were only on average 3 months behind.

They still made progress in all their targeted areas of learning, however this progress was less than in previous years. In their Nursery 2 year the percentage of EYPP children who were age-appropriate increased from:

- 65% to 74% in the Moving and Handling strand
- 70% to 84% in the Self-confidence & Self-awareness strand
- 50% to 58% in the Managing Feelings and Behaviour strand
- 50% to 63% in the Understanding strand
- 50% to 68% in the Speaking strand
- 50% to 58% in the Listening & Attention strand
- 55% to 68% in The World strand

Parents commented in the July 21 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. 87% of parents said that we support their child's wider personal development (The rest didn't know).

Externally provided programmes

Programme	Provider
Wellcomm	G.L.Assessment