



## Early Years Pupil Premium Strategy

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	Heath Lane Nursery School
Number of pupils in school Proportion (%) of pupil premium eligible pupils	<p><b>Autumn</b> 62 (10 eligible for EYPP) 16 %</p> <p><b>Spring</b> 77 (10 Eligible for EYPP) 13%</p> <p><b>Summer</b></p>
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	December 2022 updated January 23
Date on which it will be reviewed	July 2023
Statement authorised by	Hayley Yendell, Headteacher
Pupil premium lead	Hayley Yendell, Headteacher
Governor	Patrick Aikman

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year-Autumn Term	10x100 = £1,000
Pupil premium funding allocation this academic year-Spring Term	10x100= £1,000
Pupil premium funding allocation this academic year-Summer Term	

# Part A: Pupil premium strategy plan

## Statement of intent

At Heath Lane 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 Heath Lane our commitment is to ensure that the nursery is a place where every child can 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 lower than those expected of their chronological age.
2	Our attendance data indicates that a small minority of pupils at risk of disadvantage have attendance below that expected to achieve strong progress.

3	A small minority of children at risk of disadvantage have significant additional needs and require the support of external professionals and close support of staff in the school to keep themselves safe and access the curriculum.
4	A small minority of families including those at risk of disadvantage require support to ensure that the home learning environment promotes strong progress.

## 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"> <li>• Children will make strong progress from their starting point.</li> <li>• Children will achieve the curriculum intent.</li> <li>• Children will be well prepared for the next stage in their education.</li> </ul>
To achieve and sustain improved attendance for all children, particularly those at risk of disadvantage.	<ul style="list-style-type: none"> <li>• Attendance data will evidence consistent attendance.</li> <li>• Clear systems for monitoring attendance and offering support will be in place.</li> </ul>
Children at risk of disadvantage who have significant additional needs thrive.	<ul style="list-style-type: none"> <li>• Children will receive timely support from external professionals.</li> <li>• Children will be provided with a differentiated approach to an ambitious curriculum.</li> </ul>
Family support will ensure that the home learning environment promotes strong progress.	<ul style="list-style-type: none"> <li>• Families will work in strong collaboration with the school.</li> <li>• Families will feedback positively on strategies implemented.</li> <li>• Evidence will indicate that improvements in the home learning environment have positively impacted on outcomes.</li> </ul>

## 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: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A member of the Headship team will lead on interventions for speech and language.</p> <p>An extra member of staff has been funded to support the screening process and the running of interventions.</p> <p>Training for all staff on 'Prioritising communication and language in the curriculum'.</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 impacts on :</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p> <p>Ofsted research findings presented by Phil Minns during the 'OFSTED Early Years EIF Curriculum roadshow' January 2023 - Spring Term.</p>	1,2
<p>Funded wraparound care is provided for children to support parents back to work.</p> <p>Extended sessions provide target children with further opportunities further in line with their 30-hour peers.</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><a href="https://www.lse.ac.uk/business/consulting/assets/documents/closing-gaps-early.pdf">https://www.lse.ac.uk/business/consulting/assets/documents/closing-gaps-early.pdf</a></p>	1,2,3
<p>Parental collaboration is a key driver in the Nursery. Funding is used to ensure that parents/carers receive fortnightly updates from key-persons.</p> <p>Leadership time is used to create a responsive annual</p>	<p>Parental engagement in early years education is consistently associated with children's subsequent academic success.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</a></p>	1,4

parental engagement strategy.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/education-evidence/guidance-reports/supporting-parents&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=Parent">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/education-evidence/guidance-reports/supporting-parents&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=Parent</a>	
<p>Staff will be trained to support children with additional needs to access the ambitious curriculum.</p> <p>Staff training on supporting children with SEND will be invested in</p> <p>Intensive Interaction Inset day £1,600</p>	<p>Evidence strongly indicates that where Teaching Assistants are used effectively and follow a structured programme children can achieve greater independence.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants#nav-download-the-guidance-report-and-poster">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants#nav-download-the-guidance-report-and-poster</a></p>	3

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

Budgeted cost: £1,300

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
All staff will receive training and updates on how to make appropriate adaptations to provision to ensure all children at risk of disadvantage (including those who are high attaining) receive high quality first teaching.	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</a></p>	

**Total budgeted cost: £ 5,300**

# 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 this plan; the 2022 to 2023 cohort.

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