



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
Number of pupils in school	Autumn 55 (17 eligible for EYPP) 31%
Proportion (%) of pupil premium eligible pupils	Spring 65 (19 eligible for EYPP) 29%
	Summer 75 (21 eligible for EYPP) 28%
	30%
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Hayley Yendell, Headteacher
Pupil premium lead	Hayley Yendell, Headteacher
Governor	Emma Macey / Shree Junk

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year-Autumn Term	13x100 = 1,300
Pupil premium funding allocation this academic year-Spring Term	19x100 = 1,900
Pupil premium funding allocation this academic year-Summer Term	21 x 100 = 2,100

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"> 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 achieve and sustain improved attendance for all children, particularly those at risk of disadvantage.	<ul style="list-style-type: none"> Attendance data will evidence consistent attendance. Clear systems for monitoring attendance and offering support will be in place.
Children at risk of disadvantage who have significant additional needs	<ul style="list-style-type: none"> Children will receive timely support from external professionals. Children will access a curriculum designed to both meet their needs and provide challenge.
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.

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>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>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</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>https://www.lse.ac.uk/business/consulting/assets/documents/closing-gaps-early.pdf</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 parental engagement strategy.</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_me-</p>	1,4

	dium=search&utm_campaign=site_search&search_term=Parent	
1:1 support is provided for children when their needs are identified as requiring support to keep themselves safe and access the curriculum.	Evidence strongly indicates that where Teaching Assistants are used effectively and follow a structured programme children can achieve greater independence. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants#nav-download-the-guidance-report-and-poster	3

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

Budgeted cost: £1,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies	

Total budgeted cost: £ 5,300

Part B: Review of outcomes in the previous academic year

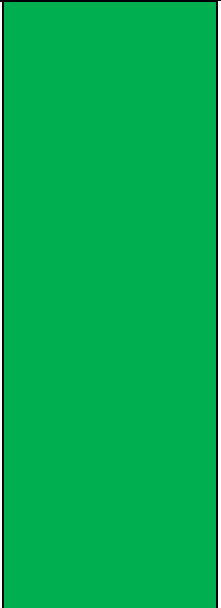
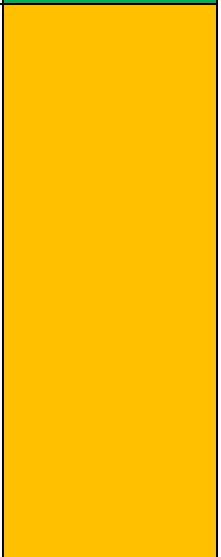
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in this plan; the 2021 to 2022 cohort.

Our assessments during 2020/21 indicated that children eligible for Early Years Pupil Premium funding made strong progress from their starting points; the majority of children eligible left working within a typical band of attainment and ready for school. This was in line with peers not eligible for EYPP. Those children eligible for funding not ready for school made progress against individual targets from far lower starting points including children with significant additional needs.

Interventions led by qualified, senior staff resulted in all children making accelerated progress in communication by identifying gaps in language in a timely way and receiving targeted support. Funded wraparound care supported a small number of parents back into the workplace and out of financial deprivation. These children also benefitted from attending high quality provision for extended sessions with greater opportunity to receive targeted sessions. Extended sessions provide target children with opportunities further in line with their 30-hour peers. Funded support to provide parents with fortnightly catch ups ensured that parents were able to regularly share pertinent information and become key collaborators in their child's progress and achievement. Providing 1:1 support for children with significant additional needs ensured that they could receive a highly differentiated curriculum in line with the whole school curriculum intent.

Chosen Approach	Evaluated Impact	Lessons Learned	Impact RAG
<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>	<ul style="list-style-type: none"> Children made strong progress from their starting points. Targeted sessions were high quality and Wellcomm / IEALD evidence shows gaps were identified and addressed and small steps clearly identified Most children eligible for EYPP were working in a typical band of development and were ready for the next phase of their education. 	maintain	

<p>Funded wrap-around 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>	<ul style="list-style-type: none"> • For identified children it ensured that they were offered greater access to targeted support and exposure to opportunities in line with peers. 	<p>Maintain</p>	
<p>1:1 support is provided for children when their needs are identified as requiring support to keep themselves safe and access the curriculum.</p>	<ul style="list-style-type: none"> • Timely applications were made for external support and all advice was used to inform provision. • Children with additional needs achieved targets in support plan. • Children were provided with a differentiated approach to the school curriculum intent. • All children with additional needs made progress as evidenced in individual case studies. 	<p>Potentially non sustainable: Revise deployment of adults to provide a team of familiar adults in place of 1:1 support</p>	
<p>Parental collaboration is a key driver in the Nursery. Funding is used to ensure that parents/carers receive fortnightly updates from keypersons.</p> <p>Leadership time is used to create a responsive annual parental engagement strategy.</p>	<ul style="list-style-type: none"> • A strategic plan of parental engagement was developed that ensured a range of activities were provided across the year. • Parent surveys indicated that they felt well supported with home learning. • All children left with a home library of 5 quality books ensuring equal access to high quality texts at home. 	<p>Maintain</p> <p><i>Ensure it is responsive to the cohort and continually reviewed</i></p>	