

Early Years Pupil premium strategy statement

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This statement details our nursery's use of early years pupil premium funding to help improve the education we provide for disadvantaged children.

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 early years pupil premium had within our nursery.

School overview

Detail	Data
School name	Oxhill Nursery School
Number of children in nursery in Autumn Term	24 (2 year olds) 49 (3-4 year olds) Total = 73
Proportion (%) of children eligible for early years pupil premium	27% of whole school are eligible 40% of 3-4 year olds are eligible
Academic year/years that our current early years pupil premium strategy plan covers	23/24
Date this statement was published	First published November 2023
Date on which it will be reviewed	January 2023, April 2024, September 2024
Statement authorised by	Chair of Finance Premises and Personnel committee S. Golightly
Early years pupil premium lead	Headteacher J. Watson
Governor / Trustee lead	S. Golightly

Funding overview

Detail	Amount
<p>Early years pupil premium funding allocation this academic year OR termly</p> <p>Calculation is worked out at</p> <p>Autumn £9.90 per week x 14 weeks = £138.60 x 19 children</p> <p>Spring £9.90 per week x 11 Weeks = £108.90 x 28 children</p> <p>Summer £9.90 per week x 13 Weeks = £128.70 x 35 children</p>	<p>£2633.40 (actual)</p> <p>£3049.20.40 (actual)</p> <p>£3861 (estimated)</p>
Early Years pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
	<p>Estimate based on</p> <p>19 EYPP ch'n Autumn,</p> <p>28 EYPP ch'n Spring</p> <p>35 EYPP ch'n Summer</p>
Total budget for this academic year	Total £9543.60

Part A: Early Years pupil premium strategy plan

Statement of intent

Oxhill Nursery School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. As part of the additional provision made for pupils who belong to vulnerable groups we will ensure that the needs of the socially disadvantaged pupils are adequately assessed and addressed through termly pupil progress meetings and data analysis. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive Early Years Pupil Premium will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged receive EYPP.

Our objective for all children, including those who are disadvantaged, is that they are supported to achieve their full potential, while developing the skills to become lifelong learners. We want children to feel safe and secure, and to have a sense of well-being, in an environment where they can express themselves and feel valued.

We also see children whose well-being and self-esteem is particularly low and recognise the highly negative impact this has on their potential to learn. In response to this analysis we are committed to help all children achieve their full potential by providing a high-quality rich environment delivered through high quality teaching and learning experiences.

We reserve the right therefore, to allocate the Early Years Pupil Premium Grant to support any pupil or groups of pupils that we legitimately identified as being socially disadvantaged. Limited funding and resources will also mean that not all the children in receipt of Early Years Pupil Premium funding will receive interventions at one time.

At Oxhill Nursery school we see raising the attainment of disadvantaged children as part of our commitment to help all children to achieve their full potential by:

- Promoting an ethos of attainment for all pupils rather than stereotyping disadvantaged children as a group with less potential to succeed
- Having an individualised approach to addressing barriers to learning at an early stage through early intervention
- Focussing on high quality teaching and effective deployment of staff to support disadvantaged children
- Make decisions based on detailed data analysis and responding to evidence each term

At Oxhill Nursery School, we decided to use EYPP funding to compliment the work that is going on in school to close the “word gap” by focussing on areas of life skills where some children need a boost in independence skills or self-confidence in order for them

to thrive and achieve across all areas of learning. Enriching opportunities including, cookery, shopping, life skills and support for developing personal care. These activities will provide a range of opportunities for all children to try something new and shine.

Through our strategy we recognise the importance of children accessing their local environment and the people within it. A sense of community, and where you belong, is essential and we aim to support this through our intended outcomes for children. In addition, we recognise how important communication and language development is in supporting children to access the nursery curriculum and engage with peers and adults at nursery and within their home environment, without these skills children are unable to flourish and take ownership of their learning.

The 3 Prime areas of learning will be addressed through the EYPP funding as they are crucial to the children's wider subsequent learning and progress.

Challenges

This details the key challenges that we have identified among our disadvantaged children.

Challenge number	Detail of challenge
1	Communication and Language development is below age related expectations
2	Children find it difficult to manage their emotions and feelings in an appropriate way
3	Physical development is delayed; in both gross and fine motor skills
4	At home children may not experience rich learning opportunities that support cultural capital and a sense of community

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
<ul style="list-style-type: none"> Children will develop their communication skills both verbally and through communication strategies (Makaton) and be more able to make their needs known. 	<ul style="list-style-type: none"> Children will experience a rich language-based environment supported by adults Children will effectively express their needs and wishes to those around them Children will use a wide range of vocabulary within their play situations

	<ul style="list-style-type: none"> Children with limited language might begin to use Makaton signs to communicate their needs Internal tracking demonstrates that children have made more than expected progress and are closer to their age-related expectations in communication and language by the end of the academic year
<ul style="list-style-type: none"> Children will understand their feelings, develop strategies when managing their own behaviour and their general well-being within school will be higher. 	<ul style="list-style-type: none"> Internal tracking will show more children will meet, at least age-related expectations in PSED by the end of the academic year Children will be observed dealing with conflict whilst playing with peers Children will be able to manage change in routine, and follow instructions given by familiar adults without becoming withdrawn or throwing a tantrum Recorded observations of children show they are happy within school and developing relationships with others Children will recognise and name some of the common emotions
<ul style="list-style-type: none"> Children will be given the opportunity to take part in a range of activities to enhance fine and gross motor skills 	<ul style="list-style-type: none"> Children will meet at least age related expectations in Physical Development by the end of the academic year Children will be more coordinated in their gross motor movements and balance Children will have developed fine motor control enabling them to make controlled marks with a pencil
<ul style="list-style-type: none"> For children to be given opportunities to develop and extend their life experiences and have a wider understanding of culture in their local area and community 	<ul style="list-style-type: none"> More children will meet at least age-related expectations in social, emotional, physical and knowledge and understanding skills by the end of the academic year Children will experience visits outside of nursery e.g. seasonal walks, visits to the library, local shops and park

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 (for example, CPD, recruitment and retention)

Budgeted cost: **£ 3920** estimate (10 hours per week @ £15.68 p/h for 25 weeks)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional staff employed in Autumn & Spring Term to provide lower adult child ratio and to provide some small group targeted support:</p> <p>A. to provide children with practical activities around independence, health & hygiene, self-care, regulation of emotions and wellbeing.</p>	<p>A lower staff ratio in provides all children with more adult attention and scaffolding across the nursery school. This leads to more quality interactions, children observe more modelling of play and language and have role models to show them how to interact, play and become fully involved. Having more staff available allows more scaffolding in the moment and opportunities for targeted interventions and small group work .</p>	1,2,3
<p>B. To deliver BLAST program to identified groups of children</p>	<p>BLAST is an intervention, nationally recognised in delivering good practice in developing speech, language and communication in the Early Years. The program provides highly structured interventions, which are adapted to support children with higher levels of identified need. This intervention program aims to support the development of early auditory discrimination, attention and language skills in nursery aged children. The skills developed in the programme support further stronger language development.</p>	1, 2,

Targeted support (for example small group support, one-to-one support, structured specific learning experiences)

Budgeted cost:

(A) £406.80 (12 visits across the year; 1 hour per visit with 2 staff and groups of 8 children. Children with SEND will have robust Risk assessment and 1:1 or 1:2 support depending on individual need (not costed as support is already in place)

(B) £ 260 Based on 130 children in Summer Term @ £2 per child

Activity	Evidence that supports this approach	Challenge number(s) addressed
A) Additional staff to use 1 afternoon per week on planned visits into the local community e.g. walk to the library, ASDA (to buy our baking ingredients), the park, or visit the allotments to see the animals.	Providing children with opportunities to go into their local environment and beyond to complete planned experiences will undoubtedly open their minds to new experiences and opportunities to develop communication and language beyond the nursery environment. Providing adults who are knowledgeable in the local area and can support the visits by adding local knowledge will add to the children's experience.	1,3,4
B) Family trip to South Shields will be subsidised for all children to ensure all families can take part.	Families who may not have experienced a trip to the seaside together, get to spend a day out with other parents, teachers and children from nursery. They will experience being on a bus and the excitement of being on the beach – some for the first time	4

Wider strategies (for example, related to encouraging good attendance in preparation for statutory schooling, behaviour, wellbeing)

Budgeted cost:

(A) £8937 *This is worked out as 38 weeks x 3 hours p/w x hourly salary rate of £15.68*

(B) 1140.60 *This is worked out at 2 hours per week at £19.01 per hour for 30 weeks of the year*

Activity	Evidence that supports this approach	Challenge number(s) addressed
A) 5 X EYPP children receive LA funding for SEND support for 12 out of the 15 hours they attend. The nursery will use the EYPP fund to top up their supported hours so they are fully supported.	This additional funded time ensures the children have consistent support so that approaches and programmes can be carried out routinely on a daily basis, with a key person, so children make consistent progress towards their Support Plan targets across the year and are supported to prepare for their next phase of education	1, 2, 3, 4
B) Weekly sessions to enhance fine and gross motor skills through a range of activities that include; Yoga, gardening, musical instruments, playdough disco, cookery, forest school, dancing with scarfs/streamers, action songs and rhymes and large scale drawing.	<p>All children need to be confident in their gross motor skills and movements. This may increase children's development of muscular strength, ability to take well intentioned, safe risks and become increasingly well-coordinated.</p> <p>Gross motor skills affect wellbeing and give children opportunities to socialise in play. Confidence and coordination in gross motor skills are essential for children in developing their fine motor skills.</p> <p>Research shows that the development of fine motor skills depends on the development of gross motor skills and that a joined-up approach to physical development is important. Young children need many opportunities to develop fine motor skills alongside gross motor skills so they can become confident to explore the world around them.</p>	1,2,3,

Total budgeted cost: £14,664.40

Part B: Review of outcomes in the previous academic year

Early years pupil premium strategy outcomes

This details the impact that our early years pupil premium activity had on children in the 2022 to 2023 academic year.

	COMMUNICATION & LANGUAGE	PERSONAL SOCIAL & EMOTIONAL	PHYSICAL	
On entry	49 %	31%	37%	
Exit	87%	65%	92%	
	LITERACY	MATH	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS & DESIGN
On entry	78%	81%	79%	81%
Exit	92%	88%	87%	88%

EYPP children made good progress in Communication & Language where 87% of children met their age related expectation.

Children did make some progress in their Social and Emotional development with an increase of 34% from on entry. The 22-23 cohort were particularly low in this area of learning possibly due to the limited experiences they encountered as infants during the pandemic and the long term impact this has had on their social development to date.

Children took part in library visits, local walks to the shops and to the local allotments. Children's stamina to walk distances was a challenge at the beginning of the year but this was something they overcome by the summer term. Most children were able to remember and talk about their experiences using longer sentences and extended vocabulary.

Part C: Governance – monitoring the effectiveness of the Early Years Pupil Premium Strategy

Governors should be involved in evaluating the Early Years Pupil Premium Strategy. Leaders could use the table below to briefly summarise any discussions about the effectiveness of the strategy to address the intended outcomes.

Activity	Autumn 2023 Evaluation	Committee Date
<i>Teaching Priorities</i>		
<i>Targeted Academic Support</i>		
<i>Wider Strategies</i>		

Activity	Spring 2024 Evaluation	Committee Date
<i>Teaching Priorities</i>		
<i>Targeted Academic Support</i>		
<i>Wider Strategies</i>		

Activity	Summer 2024 Evaluation	Committee Date
<i>Teaching Priorities</i>		
<i>Targeted Academic Support</i>		
<i>Wider Strategies</i>		