

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	Newtown Nursery School
Number of pupils in school (Oct 2024 Census)	69
Proportion (%) of pupil premium eligible pupils	24/69= 35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24, 2024-25 , 2025-2026
Date this statement was published	19/11/2024
Date on which it will be reviewed	December 2025
Statement authorised by	Sharon Lewis
Pupil premium lead	Sharon Lewis
Governor / Trustee lead	Michelle Howles Chair of Local Committee Laura Brodie – EYPP link governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,605 (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	£19,605

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 & the use of artists in residence have proved over many years to be creative practices 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 high rise flats with overcrowding. Many children 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	Our disadvantaged children often come to nursery hungry and not able to concentrate on their learning

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 Concept Cat
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: £17,000

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/nature 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.forestschoolortraining.co.uk/forest-school/research/	1, 2, 3, 4, 5
Cost of wider experience activities subsidised e.g. Living Eggs, Animal Antics, Artist(s) in residence sessions. Resources to support self-regulation Set of core books & parent workshop	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
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<p>Adult led 1 to 1 / small group sessions to teach the correct pronunciation of sounds</p>	<p>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</p>	<p>1</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A healthy breakfast is provided to ensure children are fed and ready to learn.</p>	<p>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.</p> <p>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</p> <p>https://www.parliament.uk/globalassets/documents/commo-ns-committees/Education/evidence-check-forum/Universal-infant-free-school-meals.pdf</p>	<p>6</p>
<p>Fruit / vegetable sticks provided for snack mid-morning and mid-afternoon</p>	<p>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</p> <p>Over a fifth of children are either overweight or obese by the time they join reception class in primary school</p> <p>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</p>	<p>6</p>
<p>Early Words Together /SALT workshops Parent /Startwell Courses</p>	<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>	<p>1</p>

Total budgeted cost: £20,000

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 2022 to 2023 academic year.

Autumn 23	Spring 24	Summer 24
32	40	51
Academic Year funding	£ 15,537	

EYPP 2023- 2024 Provision Plan

Children with EYPP have had lots of fabulous opportunities to develop their knowledge and skills through meaningful and enriching learning experiences. We have worked to support those families with EYPP children by providing them with teacher interventions, targeted support, small group work, curriculum and parent workshops, educational visits (Autumn walk, farm visit, police) and learning facilitated through our artist in residence.

Our artist in residence Lorna fostered a love of learning and curiosity through a range of activities once a week. Her learning intentions are closely linked to the gaps identified through the Nursery assessments. Lorna has provided lots of creative opportunities, this work is child centred and focuses on provocations that bring new experiences to children or to extend the children's interests. Some examples include exploring textures, consistencies and mixtures with paint, mark making, exploring nature materials, clay, sensory materials, planting and growing.



The impact of our high-quality teaching is that children’s knowledge built up over time and prior learning consolidated through development of skills. These experiences & events enhanced our children’s Cultural Capital.

We have provided targeted workshops for parents of children with EYPP these included developing communication and language, healthy eating and growing workshops. Parents feedback suggested that they had learnt a lot and were more confidence to support their children’s learning at home.

Assessment tool ‘WellComm’ was used to accurately assess children and plan provision during play and in small groups to support children to develop communication and language skills. Core books and rhymes were used for support with the learning of new vocabulary, understanding, listening and attention.

We have encouraged the children to attend as much as possible. Attendance for academic year 23-24 for EYPP children was 74%. We targeted attendance by conversations with parents, discussing reasons for lack of attendance and helping to remove barriers. Children and parents were given certificate and a gift if attendance was 85% or above as an incentive.

Our EYPP children start nursery with a very low baseline and the majority of the children are not meeting their developmental milestones across the EYFS. We have carefully planned experiences to narrow the gap and to ensure the progress of these children. Over half the EYPP children leave Nursery achieving their developmental milestones across all areas of the EYFS. Data shows that children make accelerated progress in comparison to their starting points.

Group	% Met PSED	% Met C+L	% Met PD	% Met L	% Met M	% Met EAD	% Met UW
EYPP	70	56	85	56	65	78	65

Externally provided programmes

Programme	Provider
Wellcomm	G.L. Assessment
Concept Cat	Lift Lessons