



Westfield Nursery School- Early Years Pupil Premium (EYPP) Strategy Statement 2022-2023

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Intent

At Westfield Nursery School we strive to ensure all children regardless of their background or need make excellent progress and reach their full potential across the curriculum. The focus of our pupil premium strategy is to support children at risk of disadvantage in achieving these goals. When allocating funding we take a holistic approach, considering starting points and potential challenges. This statement details our school's use of our Early Years Pupil Premium (EYPP) funding to help improve the attainment of our disadvantaged pupils. It outlines how we intend to spend the funding in this academic year, as well as the outcomes for disadvantaged pupils last academic year. This year we strive to provide high quality teaching in small groups as well as support families.

School overview

Detail	Data
Number of pupils in school	120 (Autumn 22)
Proportion (%) of pupil premium eligible pupils	20%
Date this statement was published	29.11.22
Date on which it will be reviewed	29.11.23
Statement authorised by	Governors School Improvement Committee
Pupil premium lead	Headteacher
Governor lead	Chair of School Improvement Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5,437.80 (estimated)
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£5,437.80

What is Early Years Pupil Premium (EYPP)?

From April 2015, Early Years settings have been able to access Early Years Pupil Premium (EYPP) each term. This money is designed to narrow the attainment gap between young children from low-income families and their peers, setting them on a path to a more successful future.

EYPP Criteria

The funding is additional to main school funding. It is allocated according to the number of 3- and 4-year-olds in state funded early education who meet at least one of the following criteria:

- Their family receives one of the following:
 - Income support
 - Income-based Jobseeker's Allowance
 - Income-related Employment and Support Allowance
 - Support under part VI of the immigration and Asylum Act 1999
 - The guaranteed element of State Pension Credit
 - Child Tax Credit (provided they're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
 - Child Tax Credit run-on, which is paid for 4 weeks after they stop qualifying for Working Tax Credit
 - Universal Credit
- They have been in Local Authority care for 1 day or more in England or Wales
- They have been adopted from care in England or Wales
- They have left care under a special guardianship order or residence order in England or Wales

Responsibilities

The Headteacher- Mrs Liz Collins has named overall responsibility for EYPP.

The named EYPP champion is Ms Amanda Muller. The named governor with responsibility is Mrs Debbie Cannings. Parents/ carers who need to talk about EYPP should contact the Headteacher.

Part A: Early Years Pupil Premium (EYPP) Strategy Plan

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Low social, sense of self and emotional skills -Below age-related expectations for communicates with adults and children (C&L) -Below age-related expectations for communicates their feelings, wants and needs (PSED) -Below age-related expectations for looks after their health, safety and self-care needs (PD) -Below age-related expectations for develops a friendship (PSED) -some children have limited routines & boundaries (e.g. not sitting to eat/ drink) -Some children arrive at Nursery not toilet trained
2	Behaviours and 'social thinning' -Below age related expectations for looks after health, safety and self-care -Below age-related expectations for communicates their feelings, wants and needs (PSED) -The majority of pupils arrive at Nursery with no understanding of routines and boundaries -Some pupils arrive at Nursery with little awareness of others; lack of early social development e.g. sharing, turn taking (in part due to Covid-19 lockdowns)
3	Speech and language -Below age-related expectations for communicates with adults and children (C&L) -The majority pupils enter the Nursery non-verbal or with little language
4	Early reading -Below age-related expectations for listens to and tells a story (Lit)

	-Some pupils arrive at Nursery with little experience of books and reading
5	Pupil group -For some children there are safeguarding, Special Educational Needs and Disabilities (SEND) and English as an Additional Language (EAL) needs
6	Poverty and poor cultural capital -Cost of living crisis -Limited access to a wide range of outside experiences
7	Parental engagement, attitudes to education, low aspiration & low attendance -Below age-related expectations across all curriculum areas -Some children live in households with a range of needs -Some children have little support for home learning -Some pupils arrive late, are collected late and have sporadic attendance -Low parental expectations and aspirations (unaware of what children should be doing when)

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 self- awareness, self-regulation & confidence	-Pupils are performing above or broadly in line with peers for communicates their feelings, wants and needs (PSED) -Improved school readiness
-Improved independence	-Monitoring observations show pupils who are independent and confident e.g. in accessing resources, toileting -Improved school readiness
-Improved resilience	-Monitoring observations show pupils with high levels of engagement who persevere through difficulties -Improved school readiness
-Improved health and well-being	-Well-being scores for pupils at 3+ -Families access Nursery larder where required -3-year checks completed
-Greater understanding of feelings and emotions and ability to share/ voice these to others	-Pupils are performing above or broadly in line with peers for communicates their feelings, wants and needs (PSED) -Improved school readiness
-More confidence to speak to peers & staff	-Pupils are performing above or broadly in line with peers for communicates with adults and children (C&L)
-Improved feeling of safety & security	-Monitoring observations show pupils who are happy and confident -Headteacher 'pupil voice' interviews, show they have learned strategies to feel safe and secure
-Improved attitudes to education and opportunities (pupil)	-Monitoring observations show high levels of engagement and excitement in learning -Monitoring observations show curious learners -Monitoring observations show children using taught vocabulary -Improved school readiness
-Improved progress	-Children make better than expected progress and progress is better than non- EYPP peers -Improved school readiness
- Increased confidence in understanding and communication in different situations	-Pupils are performing above or broadly in line with peers for communicates their feelings, wants and needs (PSED) -Pupils are performing above or broadly in line with peers for communicates with adults and children (C&L) -Improved school readiness
-Improved vocabulary	-Pupils are performing above or broadly in line with peers for communicates with adults and children (C&L) -Monitoring visits show new vocabulary practised and embedded (key/ & extended)
-Wider experiences ensured (leading to wider knowledge)	-Passport of free activities shared and celebrated -Home-learning shared and celebrated -Extra home learning packs shared (e.g. at Christmas, resources needed throughout term) -Free enrichment activities including performance, music, animal, food and physical & visitors programme

-Support for families to minimise impact of cost of living crisis	-Family larder accessed -Act of kindness fund accessed -Cost of enrichment activities supported by Nursery -Positive feedback from families
-Engagement in education	-Events attended (e.g. singing/ stay and play/ consultation) -Home learning packs/ new books accessed (Book start/ Christmas gift) -Positive feedback from families
For all targeted group interventions pupils will show progress on 'traffic light' assessments	

Activity in this Academic Year

This details how we intend to spend our Early Years Pupil Premium funding **this academic year** to address the challenges listed above.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality small group and 1:1 interventions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3, 4, 5
Cultural capital programme & poverty support	https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-1-setting-the-scene	6
Parental engagement	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement	7

Targeted Academic Support

Budgeted cost: £10,462.56

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly Lift Off to Language Intervention groups (2-year-olds) (3-4-year-olds)	-Intervention approved & advocated by local authority -Previous use of intervention has shown positive progress for pupils in the following areas: ✓ Improves listening and attention ✓ Builds confidence ✓ Supports understanding, communicating and speaking ✓ Introduces a wide range of vocabulary, linked to themes (pre-teaching/ consolidation) ✓ Allows children to express themselves https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1, 2, 3, 4, 5
Weekly Forest School Intervention groups	-Nationally recognised approach -Previous use of intervention has shown positive progress for pupils in the following areas: ✓ Builds confidence & relationships with peers ✓ Supports language and communication ✓ Provides outdoor learning experiences stimulated by the world around them ✓ Supports understanding of care and concern for others and environment Develops specific skills e.g. one handed tools https://www.ncl.ac.uk/media/wwwnclacuk/socialjustice/files/forest-school-for-wellbeing.pdf	1, 2, 3, 4, 5
Weekly My Time Intervention groups	-Nursery written and delivered approach, previous use of intervention has shown positive progress for pupils in the following areas: ✓ Builds confidence ✓ Supports language and communication ✓ Aids naming and identifying emotions ✓ Supports understanding of change e.g. new baby/ starting school ✓ Nurtures self esteem ✓ Fosters resilience ✓ Supports ability to accept other's needs https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2, 3, 4, 5

Weekly Games Group Intervention groups	<p>-Nursery written and delivered approach, previous use of intervention has shown positive progress for pupils in the following areas:</p> <ul style="list-style-type: none"> ✓ Builds confidence ✓ Supports language and communication ✓ Encourages interactions, cooperation, sharing and turn taking ✓ Supports ability to accept other's needs, share resources and take turns ✓ Develops specific skills e.g. counting <p>https://www.atm.org.uk/write/mediauploads/journals/mt262/mt26213.pdf</p>	1, 2, 3, 5
Weekly Reading Group Intervention groups	<p>-New Nursery written and delivered approach, to support positive progress for pupils with the aim to:</p> <ul style="list-style-type: none"> ✓ Build listening & attention skills ✓ Improve enjoyment of reading ✓ Support repeated refrains ✓ Encourage discussion of characters & events ✓ Help hearing rhymes ✓ Aid hearing alliteration <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches#:~:text=Early%20literacy%20approaches%20have%20been,as%20much%20as%20six%20months.</p>	1, 2, 3, 4, 5
Daily Bucket Time intervention groups (based on Attention Autism)	<p>Nationally recognised approach advocated by external agencies e.g. Local Authority Early Years Support Team</p> <p>-Previous use of intervention has shown positive progress for pupils in the following areas:</p> <ul style="list-style-type: none"> -Builds listening & attention skills -Encourages sensory experiences -Supports focussed 'workstation' -Encourages social interactions <p>https://www.qinadavies.co.uk/professional-services/</p>	1, 2, 3, 5
Daily/weekly Tap, Tap Box Intervention groups	<p>Nationally recognised approach new to Nursery. Written and delivered to support positive progress for pupils with the aim to:</p> <ul style="list-style-type: none"> -Build listening & attention skills -Encourage sensory experiences -Support social interactions <p>https://cavuhb.nhs.wales/files/children-young-people-and-family-services/tap-tap-box-pdf/</p>	1, 2, 3, 5
Weekly 1:1 support	<p>External advice from education and health professionals e.g. Local Authority Virtual School/ Occupational Therapist</p> <p>Varies (e.g. targets set by outside agency)</p>	1, 2, 3, 4, 5
CPD for EYPP champion	<p>Completed with https://childspeechbedfordshire.nhs.uk/</p>	1, 2, 3, 4, 5

Wider Strategies

Budgeted cost: £228.75 & funds from Act of Kindness

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Poverty & cultural capital program</p> <ul style="list-style-type: none"> -Optional uniform & preloved uniform -Act of kindness purchases (food/ clothing) -Nursery food larder -Nursery library -Home learning based on everyday objects (no spend) -Free home learning packs -Passport of free activities 	<p>https://early-education.org.uk/cultural-capital/</p>	6

richment program of wider experiences (performance/ musical/ animal/ physical and food) -Visitors programme		
Parental Engagement strategies -Attendance phone calls & letters -Non-threatening events (coffee morning/ singing/ stay and play) -Communication systems (informal chats, letters, website, consultations)	Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	7

Total budgeted cost: £10.691.31

Working with Parents/ Carers

For children to get the best outcomes and reach their full potential it is important for strong relationships and close working between the Nursery and parents/ carers. Understanding what children know and can do at home is very important and parents/ carers are involved with support. We always inform parents/ carers in writing of support their child will receive and learning and progress are discussed during consultations.

Assessment and Monitoring

When we assess children at the end of each term, we review the progress of our EYPP pupils to ensure support is working successfully. We use this to implement any next steps required.

Part B: Impact- Review of the Previous Academic Year. Outcomes for Disadvantaged Pupils

The employment of a teaching assistant to carry out interventions ensured EYPP pupils had 'extra' small group teaching than their peers. Delivery is not affected by ensuring ratios.

N2 Prime:

Children are attaining higher than their peers in looks after their health and self-care needs and broadly in line in all other areas.

Children have made better progress than their peers in all areas except uses simple tools which is broadly in line.

N2 Specific:

Children are attaining at a level broadly in line with their peers in all areas.

Children have made better progress than their peers for uses mark making tools and performs a dance/song or rhyme and uses imagination and broadly in line in all other areas.

N1 Prime:

Children are attaining higher than their peers in all areas.

Children have made progress which is broadly in line with their peers except develops a friendship.

N1 Specific:

Children are attaining higher than their peers in all areas.

Children have made better progress than their peers in uses mark making tools and understands and uses numbers. They have made progress broadly in line in listens to and tells a story. They have made slightly less progress in Knows and uses numerical patterns, shows care for communities, the environment and living things, creates a piece of art/ model and performs a dance/ song or rhyme and uses imagination.

Westfield Nursery School Assessment Data Summer 2 2022

Prime Areas- Early Years Pupil Premium (EYPP)

	Communicates with adults and children (C&L)		Communicates their feelings, wants and needs (PSED)		Looks after their health and self-care needs (PD)		Develops a friendship (PSED)		Moves with confidence in a range of ways (PD)		Uses simple tools (PD)	
N2 Summer Baseline No EYPP x75	11.89 24a		11.73 24a		12.43 24a		12.09 24a		12.69 36d		12.31 24a	
N2 Summer end of year No EYPP x75	15.72 36a	+3.83 +4	15.51 36a	+3.77 +4	16.45 36a	+4.03 +4	16.00 36a	+3.91 +4	16.44 36a	+3.75 +4	16.37 36a	+4.07 +4
N2 Summer Baseline EYPP x19	11.42 24b		11.26 24b		12.32 24a		11.58 24a		12.26 24a		12.11 24a	
N2 Summer end of year EYPP x18	15.56 36a	+4.06 +4	15.33 36b	+3.94 +4	16.61 48d	+4.17 +4	15.94 36a	+4.28 +4	16.39 36a	+4.06 +4	16.06 36a	+3.83 +4
N1 Summer Baseline No EYPP X46	8.44 18a		8.33 18a		8.75 24d		8.42 18a		9.06 24d		8.52 24a	
N1 Summer end of Year No EYPP x46	11.07 24b	+2.65 +3	10.70 24b	+2.35 +2	11.33 24b	+2.57 +3	11.04 24b	+2.63 +3	11.41 24b	+2.37 +2	11.13 24b	+2.67 +3
N1 Summer Baseline EYPP X6	10.00 24c		9.67 24c		9.50 24c		10.00 24c		10.00 24c		9.67 24c	
N1 Summer end of Year EYPP x6	12.50 36d	+2.50 +3	11.83 24a	+2.17 +2	12.00 24a	+2.50 +3	12.17 24a	+2.17 +2	12.33 24a	+2.33 +2	12.00 24a	+2.33 +2

E2 No EYPP

Specific Areas- Early Years Pupil Premium (EYPP)

	Uses mark making tools (Lit)		Listens to and tells a story (Lit)		Understands and uses numbers (MD)		Knows and uses numerical patterns (MD)		Shows care for communities, the environment and living things (UTW)		Creates a piece of art/model (EAD)		Performs a dance/song or rhyme and uses imagination (EAD)	
N2 Summer Baseline No EYPP x75	11.53 24a		12.01 24a		11.79 24a		11.65 24a		11.93 24a		11.76 24a		11.87 24a	
N2 Summer end of year No EYPP x75	15.35 36d	+3.81 +4	15.81 36a	+3.80 +4	15.39 36b	+3.60 +4	15.51 36a	+3.85 +4	15.51 36a	+3.57 +4	15.57 36a	+3.81 +4	15.56 36a	+3.69 +4
N2 Summer Baseline EYPP x19	11.16 24b		11.79 24a		11.53 24a		11.47 24b		11.84 24a		11.53 24a		11.47	
N2 Summer end of year EYPP x18	15.22 36d	+3.94 +4	15.56 36a	+3.67 +4	15.22 36d	+3.56 +4	15.22 36b	+3.67 +4	15.50 36a	+3.56 +4	15.50 36a	+3.89 +4	15.39 36b	+3.83 +4
N1 Summer Baseline No EYPP x48	8.44 18a		8.77 24a		8.10 18a		8.17 18a		8.27 18a		8.44 18a		8.12 18a	
N1 Summer end of Year No EYPP x47	10.89 24b	+2.40 +2	11.23 24b	+2.40 +2	10.62 24b	+2.47 +2	10.83 24b	+2.62 +3	10.94 24b	+2.62 +3	11.04 24b	+2.57 +3	10.81 24b	+2.66 +3
N1 Summer Baseline EYPP x6	9.50 24c		9.67 24c		9.67 24c		9.67 24c		9.67 24c		10.00 24c		9.67 24c	
N1 Summer end of Year EYPP x6	12.17 24a	+2.67 +3	12.00 24a	+2.33 +2	12.17 24a	+2.50 +3	12.00 24a	+2.33 +2	12.00 24a	+2.33 +2	12.17 24a	+2.17 +2	11.67 24a	+2.00 +2

E2 No EYPP