

The Early Years Pupil Premium is additional funding (up to £302 per child, per year) to help early years providers close the gap between children from low-income and other disadvantaged families, and their peers.

The decision about how individual settings use their Early Years Pupil Premium is left to each provider with the expectation that they will close the gap in attainment and progress between those eligible and other children. However, nursery schools and other settings will be held accountable for how they have used the additional funding to support these pupils.

The EEF Early Years Toolkit is updated and published by the Education Endowment Foundation. This supports schools and other settings when deciding how to allocate Early Years Pupil Premium funds to maximise the benefit for their children. The EEF recommends schools take a tiered approach to Early Years Pupil Premium spending. Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention. Targeted support for struggling pupils should also be a key component of an effective Early Years Pupil Premium Strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support. As a nursery school we have used the information and research within this report to guide our spending of Early Years Pupil Premium money.

# A tiered approach to Pupil Premium spending

*Considering a tiered approach to Pupil Premium spending can help schools balance approaches to improving teaching, targeted academic support and wider strategies.*

## 1 Teaching

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

## 2 Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

## 3 Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.



### Adopting a tiered approach

The tiered approach is a guide, not a prescription. Many strategies will overlap categories, and the balance between categories will vary from year to year as schools' priorities change. However, the idea of tiers of support can offer a useful framework for thinking about how to balance different forms of spending.

Schools can also use a tiered approach to help focus on a small number of strategies that are likely to make the biggest difference. For example, a school with high Pupil Premium funding might select two to three priorities in each category, considering the support for successful implementation that needs to be in place and how their chosen approaches work together, rather than creating a longer list of strategies that will each receive less attention.

### How funding is used at Brunel Nursery School

Our funding is used in a range of ways to support all children, including those who qualify for Early Years Pupil Premium. In September 2021, we moved to the DfE recommended three year plan which outlines how we will do our very best to ensure all of our children reach their full potential.

The class teacher and teaching assistants know which children receive Early Years Pupil Premium and are informed as soon as possible about any that become entitled throughout the year. The attainment and progress of all EYPP children, both as a focus group and individually, is discussed at pupil progress review meetings.

Formal and informal evaluations of the impact of spending are carried out throughout the year and any necessary adaptations are made. At the end of the academic year, a formal analysis of the impact of any additional support, interventions and strategies is carried out and is used to inform subsequent Early Years Pupil Premium Strategy planning.