

Early Years pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 school.

School overview

Detail	Data
School name	Brunel Nursery School
Number of pupils in school	31 (3 full time)
Proportion (%) of pupil premium eligible pupils	10% (Current children on roll)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 to 2022 2022 to 2023 2024 to 2025
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Julian Rogers
Pupil premium lead	Lynne Martin
Governor / Trustee lead	Fiona Pattison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1,812 (Oct 2020 census)
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	£1,812 (2021 to 2022) £900.00* (2022 to 2023) *estimate based on 3 children

Part A: Pupil premium strategy plan

Statement of intent

Statement of Intent Brunel Nursery School

We believe the core purpose of a nursery school is to give every child the best opportunity to succeed. High staff to children ratios are in place to ensure quality provision to engage, support and challenge pupils to achieve their potential. Staff and governors understand that any child, regardless of eligibility for EYPP funding, may at some point require additional support or intervention. We are committed to doing our very best to meet all children's academic, social/emotional and developmental needs.

The disruption to nursery education during the last two years has been unprecedented, even though nurseries remained open during the second national lockdown. Our school leaders, staff and governors are determined to work together to 'build back better', and understand their roles and responsibilities in the challenge ahead.

Our Early Years Pupil Premium Lead is the Deputy Headteacher and has some teaching time allocated in the nursery. The designated Pupil Premium Governor is a retired Headteacher with a wealth of experience in schools.

This document details the proposed spend of the Early Years Pupil Premium for the next three academic years. Informal reviews will take place twice per academic year. A full, written evaluation will be published on an annual basis.

Anticipated funds available 2022 to 2023 = £906.00 (based on current school PP numbers)

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*these figures are subject to change once final figures are released.

Early Years Pupil Premium (EYPP) provides additional funding (**up to £302 per year**) for 3 and 4 year olds who get 15 hours free childcare and parent/carers also get at least one of the following:

- Income Support
- Income- based Jobseekers Allowance
- Income-related Employment and Support Allowance
- Support under part 6 of the Immigration and Asylum Act 1999
- The guaranteed element of State Pension Credit
- Child Tax Credit (provided you are not also entitled to Working Tax Credit) and have an annual gross income of no more than £16,190
- Working Tax Credit run-on
- Universal Credit – your household income must be less than £7,400 a year after tax

In- School Barriers to Learning

- This year, 39% of all nursery children qualify for local authority Special Educational Needs Inclusion Funding due to low EYFSP scores (16 to 26 months or below equivalent) in one or more Prime Areas of Learning.
- A high proportion of all nursery children have significant language, vocabulary, comprehension and engagement needs.
- A second national lockdown in 2021 and disruption of many services throughout the year means that children may have missed out on early identification of special needs as GPs, paediatricians, health visitors, speech and language therapists were not fully operational.
- In the autumn term, but generally across the year at times when new children start in nursery, staff are often engaged for long periods of time taking care of the toileting needs of children. Some parents believe that it is the role of the nursery practitioners to toilet train their children. Staff work hard to encourage parents to help with this at home and offer good advice and guidance.
- Opportunities to engage with parents remain limited. In previous years, this was an important way for nursery to cultivate shared ambitions and approaches to help children achieve their potential.
- Changes to local authority early years SEND organisation/provision has resulted in fewer children benefiting from outreach TA support.

External Barriers

- The home environment for some pupils is not conducive to learning – due to socio-economic factors such as low income, over-crowding and sometimes isolation. These factors have been compounded due to the national disruption of the pandemic.
- The lack of spoken English at home, or greatly reduced exposure to language and vocabulary sometimes limits children.
- Limited life experiences can have a detrimental effect on the understanding and development of some children. This has been compounded by the lack of local playgroups etc for young children to access during the last year.
- Poor attendance can limit the progress of some children, particularly those who need regular support with language, engagement and settling into the routines of nursery. Despite the best efforts of staff, some parents do not appreciate that good nursery attendance can have a very positive impact on child development and academic achievement.
- Discussions with nursery parents and local residents indicate that families remain cautious of enrolling their young children into nursery due to Covid-19.

Challenges

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

Challenge number	Detail of challenge
1	Attainment To improve the outcomes for all pupils in the Prime Areas of Learning, particularly those with additional EYPP funding.
2	Engagement To improve engagement and academic achievement for all children through an inspiring learning environment and high quality teaching and learning opportunities.
3	Language To ensure all pupils, but particularly those new to English, are given rich and varied opportunities to develop language skills and extend their vocabulary and understanding.

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
To ensure that outcomes for EYPP children are at least in line with those of all pupils in the Prime Areas of Learning.	Outcomes for EYPP children are at least in line with all other children.
To ensure all children receive high quality teaching, learning and development opportunities delivered by a skilled and knowledgeable nursery team.	Children continue to enjoy an inspiring, inclusive curriculum. Gaps in learning and development are addressed through high quality interactions with children.
To ensure children develop and improve their language and communication skills.	All children make good progress from their individual starting points.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuous Professional Development</p> <p>Programme of high quality INSET and other training to further improve curriculum, teaching, learning & assessment.</p> <p>Includes 'Curriculum Days' CPD for all nursery staff</p>	<p>EEF Research Guidance: High Quality Teaching 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'</p> <p>Early Years EEF Toolkit :</p> <p>Communication and language approaches + 6 months impact</p> <p>Self-regulation strategies + 5 months impact</p> <p>Early literacy approaches + 4 months impact</p> <p>Play-based learning + 5 months impact</p> <p>Social and emotional learning strategies + 3 months impact</p>	<p>1, 2 & 3</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £700 (contribution to staffing costs)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language Interventions WellComm language intervention for selected children Kickstart language intervention	Early Years EEF Toolkit : Communication and language approaches + 6 months impact Parental engagement + 4 months impact Kickstart is promoted by the LA SEND Team	1, 2 & 3

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

Budgeted cost: £212

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental Engagement ‘Stay and Play’ sessions organised in Key Worker groups across the year	Early Years EEF Toolkit : Play-based learning + 5 months impact Self-regulation strategies + 5 months impact Parental engagement + 4 months impact	1, 2 & 3

Total budgeted cost: £ £1,812

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 2021 to 2022 academic year.

Outcome 1 - To ensure that outcomes for EYPP children are at least in line with those of all pupils in the Prime Areas of Learning.

Attainment Summer 2022

Area of Learning	EYPP (4 children)	Not EYPP (44 children)
Communication and Language	25%	27%
Personal, Social and Emotional	25%	20%
Literacy	25%	18%
Mathematics	25%	25%

32% of this cohort were categorised as children with SEND and this has had an impact on end of year outcomes.

Outcomes for EYPP children are at least in line with, or marginally better than other children. Many nursery children made expected or better progress across the year due to the hard work and commitment of staff. Practitioners strive to teach and develop each child through play based and adult led interventions. Children also benefitted from high staffing ratios, particularly in the autumn term.

‘Stay and Play’ sessions were replaced this year by individual meetings with parents/carers to provide updates on progress and development.

Outcome 2 - To ensure all children receive high quality teaching, learning and development opportunities delivered by a skilled and knowledgeable nursery team.

Children come to nursery happily and continue to enjoy an inspiring and inclusive curriculum. Gaps in learning and development are addressed through high quality interactions with children. All practitioners are ambitious for the children and have excellent relationships with parents and carers.

Nursery staff were released for 3 team days over the year to plan, develop and evaluate the revised EYFS curriculum. This resulted in practitioners feeling more confident in their abilities to deliver and assess the curriculum. Moderation was also carried out on these days to ensure consistency across Key Worker groups.

Staff also received additional training with an education consultant and through the local authority.

Outcome 3 - To ensure children develop and improve their language and communication skills.

WellComm assessments were carried out for each child and all made progress from their starting points across the year. Staff use the WellComm strategies as part of their daily practice and have been impressed with the impact so far. From September 2022, the local authority have requested that all nursery and reception children are assessed on a termly basis using WellComm and benefit from the strategies across the year.

Developing language and communication skills remains a key priority in the nursery this year. However, many children entering nursery from September 2022 have limited self-help skills, particularly toileting. This is proving to be a significant challenge for practitioners as this impacts on the time available to work with individuals and small groups.

Externally provided programmes

Programme	Provider
WellComm	GL Assessments
Kickstart	Blackburn with Darwen SEND Team

