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## Early Years Pupil Premium Strategy

## 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 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 nursery school.

## School overview

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| --- | --- |
| Detail | Data |
| School name | Muriel Green |
| Number of pupils in school  Proportion (%) of pupil premium eligible pupils | ***Autumn***  (6 eligible for EYPP) |
| ***Spring***  (10 eligible for EYPP) |
| ***Summer***  (10 eligible for EYPP) |
| Academic year/years that our current pupil premium strategy plan covers | 2023/2024 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Hayley Yendell, Headteacher |
| Pupil premium lead | Hayley Yendell,  Headteacher |
| Governor | Patrick Aikman |

**Funding overview**

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| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year-Autumn Term | 6 x £100 = £600 |
| Pupil premium funding allocation this academic year-Spring Term | 10 X = £100 = £1,000 |
| Pupil premium funding allocation this academic year-Summer Term | 10 x £100 = £1,000 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Muriel Green Nursery School our aim is that all children, irrespective of their background or potential challenges, have a great start, make strong progress and achieve well across all areas of learning. The focus of our pupil premium strategy is to support all children at risk of disadvantage to achieve that goal, including progress for those who are already high attaining.  When allocating the funding we will assess the context from which the child is working-we take a holistic approach to providing support and look at potential challenges in academic attainment, family support and enrichment. Research indicates that high attaining children are at risk of falling off of the trajectory, so we allocate funding and carefully provide support irrespective of children’s starting points.  High quality provision is proven to be the key driver for raising attainment for all children including those at risk of disadvantage. At Muriel Green  Our commitment is to ensure that the nursery is a place where every child can thrive. The allocation of funding is carefully thought out to ensure that all children benefit from raised standards of provision.  Our strategy is to identify the key actions for individual children and families that will make the difference. School leaders are familiar with current research and use this research to inform decisions. Every child’s achievement and potential barriers are assessed, discussed, and reviewed. Our fluid approach results from regular reviews and careful monitoring of impact to ensure that the allocation of funded is effective and that we are making a difference. |

## Challenges

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

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| --- | --- |
| Challenge number | Detail of challenge |
| 1 | Assessments, observations, and transition information indicate that many children, including those at risk of disadvantage, have starting points in communication lower than those expected of their chronological age. |
| 2 | Our attendance data indicates that a small minority of pupils at risk of disadvantage have attendance below that expected to achieve strong progress. |
| 3 | A small minority of children at risk of disadvantage have significant additional needs and require the support of external professionals and close support of staff in the school to keep themselves safe and access the curriculum. |
| 4 | A small minority of families including those at risk of disadvantage require support to ensure that the home learning environment promotes strong progress. |

## 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.

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| --- | --- |
| Intended outcome | Success criteria |
| Improved communication and language skills and widened vocabulary. | * Children will make strong progress from their starting point. * Children will achieve the curriculum intent * Children will be well prepared for the next stage in their education. |
| To achieve and sustain improved attendance for all children, particularly those at risk of disadvantage. | * Attendance data will evidence consistent attendance * Clear systems for monitoring attendance and offering support will be in place |
| Children at risk of disadvantage who have significant additional needs thrive. | * Children will receive timely support from external professionals * Children will be provided with a differentiated approach to an ambitious curriculum |
| Family support will ensure that the home learning environment promotes strong progress. | * Families will work in strong collaboration with the school * Families will feedback positively on strategies implemented * Evidence will indicate that improvements in the home learning environment have positively impacted on outcomes |

## 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 and Targeted academic support**

Budgeted cost: £2,000

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| A senior teacher will lead on interventions for speech and language.  All staff will be trained to use Wellcomm screening and understand how to interpret results and plan for gaps  Qualified teachers will be the keyperson for the groups will higher numbers of vulnerable children.  Training will be delivered to all staff on ‘Prioritising communication and language in the curriculum’ | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as Wellcomm are inexpensive to implement with high impacts on :  <https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches>  Ofsted research findings presented by Phil Minns during the ‘OFSTED Eary Years EIF Curriculum roadshow’  January 2023 - Spring Term | 1,2 |
| Funded wraparound care is provided for children to support parents back to work.  Extended sessions provide target children with further opportunities further in line with their 30 hour peers. | There is strong evidence that there is a link between low family income and poor academic achievement. By supporting parents back to work will improve outcomes for children.  <https://www.lse.ac.uk/business/consulting/assets/documents/closing-gaps-early.pdf> | 1,2,3 |
| Parental collaboration is a key driver in the Nursery. Funding is used to ensure that parents/carers receive fortnightly updates from keypersons.  Leadership time is used to create a responsive annual parental engagement strategy.  Funding will be used to put on ‘Stay and Play’ sessions that are accessible at weekends  Home learning packs and story sacks will be available to support learning at home. | Parental engagement in early years education is consistently associated with children’s subsequent academic success.  <https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement>  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/education-evidence/guidance-reports/supporting-parents&utm_medium=search&utm_campaign=site_search&search_term=Parent> | 1,4 |
| Investment in providing higher staff ratios to ensure bespoke interactions are consistently and effectively used.  Staff will be trained to support children with additional needs to access the ambitious curriculum.  Staff training on supporting children with SEND will be invested in | Evidence strongly indicates that where Teaching Assistants are used effectively and follow a structured programme children can achieve greater independence.  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants#nav-download-the-guidance-report-and-poster> | 3 |

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

Budgeted cost: £1,300

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| All staff will receive training and updates on how to make appropriate adaptations to provision to ensure all children at risk of disadvantage (including those who are high attaining) receive high quality first teaching. | Both targeted interventions and universal approaches can have positive overall effects:  <https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies> |  |

**Total budgeted cost: £ 3,300**

# 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 this plan; the 2023 to 2024 cohort.

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| --- | --- | --- | --- |
| Chosen Approach | Evaluated Impact | Lessons  Learnt | Rag Rating |
| **Improve quality of teaching**   * A teacher will take the lead on speech and language interventions. * All staff will be trained to use Wellcomm screening, interpret results, and address gaps. * Qualified teachers will act as key persons for groups with higher numbers of vulnerable children. * Staff will receive training on prioritizing communication and language in the curriculum. | * All children were screened using wellcomm * All staff received training on communication and language   As a result:   * *The percentage of children eligible for EYPP left working in a typical band in C&L was in line with peers* * *Children with more significant needs made strong progress against individual targets* | Maintain: however, vulnerable children to be spread across groups to ensure a balance in each group. Qualified teachers to target support in play.  Continue to provide staff with training in expanding vocabulary. |  |
| **Funded Wraparound**   * Funded wraparound care supports parents returning to work. * Extended sessions offer targeted children additional opportunities, aligning with their 30-hour peers. | Across the year identified children benefitted from funded additional sessions. The individual benefits were recorded in case studies. Collective benefits included:   * *Greater access to targeted sessions* * *All children in this group made accelerated progress.* * *Children’s well-being monitored on a daily basis* * *Children accessed wide range of snacks including fruit and vegetables daily and a hot meal,* | Maintain: however, focus on providing the most vulnerable children with funded sessions in line with their 30 hour peers.  Identify clear criteria for children to access funded hours. |  |
| **Parent / Carer Engagement**   * Parental collaboration is prioritised in the Nursery. * Funding ensures parents/carers receive fortnightly updates from key persons. * Leadership time allocated to develop an annual parental engagement strategy. * Funding supports accessible weekend 'Stay and Play' sessions. * Home learning packs and story sacks provided to support learning at home. | As a result:   * *Support for home learning was identified as a strength in parent/carer surveys* * *A clear parental engagement plan was implemented.* * *A wide range of home learning opportunities were accessed by 100% of families –*   *We were nominated for a national ‘Working with Parents’ award.* | Maintain.  Continue to broaden range of home learning opportunities and seek innovative ways to remove potential barriers. |  |
| **Support for children with SEND**   * Investment in higher staff ratios for consistent and effective bespoke interactions. * Staff trained to help children with additional needs access the ambitious curriculum. * Additional training provided for staff to support children with SEND. | Staff skill sets were developed across the year through a robust training programme. As a result:   * *Children with SEND eligible for EYPP made strong progress against individual targets as evidenced by APDR and IAELD* * *Children in this group received both internal and external support in a timely way due to swift leadership action.* * *A familiar adult approach ensured the children were supported by a small group of adults.*   *We won a national ‘SENDco of the Year’ award.* | Maintain:  Include a module in the curriculum induction for successful strategies to support inclusive practice. |  |