

## 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 this year's spending of pupil premium will have had within our Nursery school.

### School overview

Detail	Data
School Name	Warrington Road Nursery
Number of pupils in school	<b>Autumn</b>
Proportion (%) of pupil premium eligible pupils	36 (10 eligible for EYPP) <b>25%</b>
	<b>Spring</b>
	51 (11 eligible for EYPP) <b>21.5%</b>
	<b>Summer</b>
	62 (18 eligible for EYPP) <b>29%</b>
Academic year that our current pupil premium strategy plan covers	2022 - 2023
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Liane Johnson, Headteacher
Pupil Premium lead	Liane Johnson, Headteacher
Governor	Claire Lomax

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year-Autumn Term	10 x £126 = £1,260
Pupil premium funding allocation this academic year-Spring Term	11 x £126 = £1,386
Projected Pupil premium funding allocation this academic year-Summer Term	18 x £126 = £2,268

## Part A: Pupil premium strategy plan

### Statement of intent

At Warrington Road Nursery School our aim is that all children, irrespective of their background or the challenges they face, have a great start, make strong progress and achieve high attainment 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 have SEN and those who are already on-track or are high attaining. When allocating the funding we will assess the context from which the child is working within; we take a holistic approach to providing support and look at potential challenges in both academic attainment and family support and enrichment. Research tells

us that high attaining children are also at risk of falling off of the trajectory so we allocate funding and carefully provide support irrespective of their 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 Warrington Road 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 in regular reviews and careful monitoring of impact to ensure that the allocation of funding is effective on making a difference.

## Challenges

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

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 social and emotional development which are lower than those expected of their chronological age.
2	Assessments, observations, and transition information indicate that many children, including those at risk of disadvantage, have starting points in communication and language which are lower than those expected of their chronological age.
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	Some 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.

Intended outcome	Success criteria
Improved personal, social and emotional development (PSED).	<ul style="list-style-type: none"> <li>Children will make strong progress from their starting point.</li> <li>Children will achieve the curriculum intent</li> <li>Children will be well prepared for the next stage in their education</li> </ul>
Improved communication and language skills and vocabulary.	<ul style="list-style-type: none"> <li>Children will make strong progress from their starting point.</li> <li>Children will achieve the curriculum intent</li> <li>Children will be well prepared for the next stage in their education</li> </ul>
Children at risk of disadvantage who have significant additional needs	<ul style="list-style-type: none"> <li>Children will receive timely support from external professionals</li> </ul>

	<ul style="list-style-type: none"> <li>Children will access a curriculum designed to both meet their needs and provide challenge</li> </ul>
Families require support to ensure that the home learning environment promotes strong progress.	<ul style="list-style-type: none"> <li>Families will work in strong collaboration with the school</li> <li>Families will feedback positively on strategies implemented</li> <li>Evidence will indicate that improvements in the home learning environment have positively impacted on outcomes</li> </ul>

### 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 £3,580

Activity	Evidence that supports this approach	Challenges
A member of the leadership team will lead on interventions for PSED. An extra member of staff will be funded to support the running of interventions for PSED.	Existing evidence suggests that social and emotional learning strategies can have a positive impact on social interactions, attitudes to learning, and learning itself. <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies</a>	1,3
A member of the leadership team will lead on interventions for speech and language. An extra member of staff will be funded to support the screening process and the running of interventions for communication and language.	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 : <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches?utm_source=/education-evidence/early-years-toolkit/communication-and-language-approaches&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches?utm_source=/education-evidence/early-years-toolkit/communication-and-language-approaches&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a>	2,3,4
All EYPP children to have a book bag to encourage taking home a storybook and home learning tasks.		
Parental collaboration is a key driver in the Nursery. Funding is used to ensure that parents/carers receive 1:1 meetings twice a year with their child's Key Person and 3 'Play and Play' sessions.	Parental engagement in early years education is consistently associated with children's subsequent academic success. <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</a>	1,2,3,4

Leadership time is used to discuss and improve parental engagement on a termly basis.		
1:1 support is provided for children when their needs are identified as requiring support to keep themselves safe and access the curriculum.	Evidence strongly indicates that where Teaching Assistants are used effectively and follow a structured programme children can achieve greater independence. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants#nav-download-the-guidance-report-and-poster">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants#nav-download-the-guidance-report-and-poster</a>	3

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

Budgeted cost: £540

Activity	Evidence that supports this approach	Challenge number (s) addressed
Whole staff training on positive handling, de-escalation, and nurture approaches with the aim of developing our school ethos and improving behaviour and wellbeing across school.	Self-regulatory skills are the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies?utm_source=/education-evidence/early-years-toolkit/self-regulation-strategies&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies?utm_source=/education-evidence/early-years-toolkit/self-regulation-strategies&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a>	1,2,3
Sports skills sessions focusing on physical skills, core strength, self-regulation.		