Early Years Pupil premium strategy statement

This statement details our nursery school's use of Early Years Pupil Premium funding to help improve the attainment of our eligible children.

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, Oct. 2024

Detail	Data
School name	Guildford Nursery School
Number of pupils in school	140-200 Sept.-July
Proportion (%) of EY pupil premium and funded two-year-old children	24%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2024-25 Year 1 of a 3-year plan
Date this statement was published	Nov. 2024
Date on which it will be reviewed	Dec. 2025
Statement authorised by	Sally Cave
Pupil premium lead	Tess Dean
Governor lead	Andrew Bagwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,302.70
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£8,302.70

Part A: Pupil premium strategy plan

Statement of intent

We are committed to supporting our EYPP children and work very hard to:

- *Ensure that every eligible child is supported to make excellent progress from their starting points.*
- *Give each eligible child the strategies to consistently keep on trying hard, particularly if they encounter difficulties.*
- *Monitor and evaluate the curriculum to ensure that there are no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs.*

Our current highly personalised ambitious curriculum; key person approach; observation, assessment and planning cycle are very effective in narrowing the gap in development experienced by this group of children on-entry.

Challenges

This details the key challenges to achievement that we have identified among our more vulnerable children.

Challenge number	Detail of challenge
1	*Some eligible children have levels of development below that of their peers on-entry, especially in communication and language.*
2	*Some eligible children do not attend nursery as often as they could which can often lead to slower progress.*
3	*Some children have lower levels of resilience and find regulating their emotions particularly challenging; this has been exacerbated by the pandemic.*

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 communication and language skills among eligible children enabling them to make accelerated progress in all other areas of learning.	Assessments and observations indicate significantly improved communication and language among eligible children.
Sustained improved attendance for each eligible child.	Sustained high attendance demonstrated by: the attendance gap between eligible children and their non-eligible peers being reduced by 5%; the attendance of each eligible child being at least 80%.

Sustained improved wellbeing for all children.	Assessments and observations indicate significantly improved personal, social and emotional development among eligible children.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Every Child A Talker and Wellcomm assessments carried out and used to inform planning to ensure each child makes accelerated progress in communication and language. We will fund additional staff.	Standardised assessments can provide reliable insights into the specific strengths and areas for development for each child to help ensure they receive the correct additional support.	1
Embedding dialogic activities across the whole curriculum ensuring 'serve and return' conversations happen continuously. These can support children to articulate key ideas, consolidate understanding and extend vocabulary. We will fund additional staff.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on all areas of the curriculum and especially reading. Education Endowment Foundation | EEF	1
Enhancement of our teaching and curriculum planning in line with DfE and EEF guidance. We will purchase resources and fund additional staff.	The EEF guidance is based on a range of the best available evidence: Education Endowment Foundation | EEF	1
Enhance adult:child ratio in order to provide additional support for those children most in need.	Education Endowment Foundation | EEF Very young children benefit from sensitive, nurturing and skilled adults who are attuned to their needs and available.	1 and 3

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group teaching of skills and knowledge required to enable access to the full curriculum.	Pre-teaching of skills and knowledge enables children to access the curriculum of their peers.	1

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
An Emotional Literacy Support Assistant to work with identified children in order to improve PSED levels.	The ELSA programme gives children the language to recognise and name their feelings and strategies for coping with big emotions.	3
Intentional teaching of PSED.	Children who are resilient are proven to succeed well in later life.	3
Provide music therapy sessions for the most vulnerable children in order to improve PSED levels.	Music therapy is an expensive but highly effective therapy which supports the most vulnerable children to better manage their feelings.	3
Close monitoring of attendance and support provided to help families improve their child's attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence: Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	2

Total budgeted cost: £9,000

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 2022 to 2023 academic year.

It is well known that high quality early education such as that offered by Guildford Nursery School impacts positively on children as they go into primary and secondary education. We monitor and assess all of our children's progress very closely, and have seen the extremely positive impact of these additional interventions on those eligible for Early Years Pupil Premium.

In July 2024 there were 179 children in the Nursery School aged 2-5 years. 102 left for primary school September 2024. Of those 102 children, 17 were eligible for EYPP. This represents 17% of the cohort.

<u>Of these 17 children in receipt of EYPP:</u>
9 were boys, 8 girls
3 attended for 30 hours, the rest for 15 hours weekly
2 children had an Education, Health, Care Plan (EHCP)
8 were on the SEN register
1 child was adopted from care
1 child was subject to a Child In Need plan
2 were multilingual learners (MLL)
9 were summer-born

Our intervention strategies used to support our EYPP pupils were highly effective. We:

- Enabled all children to take full advantage of all areas of provision within nursery, ensuring full access to all learning and enrichment opportunities.
- Helped to remove barriers to learning and developing to the full, ensuring that children made good levels of progress across the curriculum.
- Met the specific needs of each child in terms of personal, social and emotional development and ensure 'school readiness'
- The staff received high quality, targeted training to ensure we can meet the individual needs of the pupils.
- Supported transitions to primary schools.

The interventions are monitored throughout the year. Progress and attainment are tracked through a comprehensive assessment process. Data from each child's key person, discussions with parents, the evidence in individual Learning Journeys as well as information from regular observations are used to measure the impact of the interventions.

<u>Of the 9 children not on the SEN register:</u>
88% met Personal, Social and Emotional Development milestones
100% met Communication and Language milestones
100% met Physical Development milestones
88% met literacy milestones
88% met maths milestones.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Music therapy	Meraki Creative Therapies
Wellcomm Assessment Toolkit	Wellcomm