



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

Detail	Data
School name	Oxhey Nursery School
Number of pupils in school	Autumn 62 (8 eligible for EYPP) 13%
Proportion (%) of pupil premium eligible pupils	Spring 67 (11 eligible for EYPP) 16%
Spring and Summer numbers to be reviewed termly.	Summer 67 (11 eligible for EYPP) 16%
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Gemma Williamson, Headteacher
Pupil premium lead	Hayley Yendell, Headteacher
Governor	Patrick Aikman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year-Autumn Term	8 x 100 = 800
Pupil premium funding allocation this academic year-Spring Term	11 x 100 = 1,100
Pupil premium funding allocation this academic year-Summer Term - predicted	11 x 100 = 1,100
Total	£3,000

Part A: Pupil premium strategy plan

Statement of intent

At Oxhey 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 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 enter with high attainment.

When allocating the funding we assess the context the child is working within taking a holistic approach to providing support and look at potential challenges in the areas of academic attainment, family support and enrichment. Research tells us that high attaining children are at risk of falling from their trajectory, so we allocate funding and carefully provide support irrespective of 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 Oxhey Nursery School our commitment is to ensure that the nursery has staff with an expertise in understanding child development and who can use this knowledge to plan an appropriately challenging curriculum which will prepare all children for the next phase in their education. The allocation of funding is carefully thought out to ensure that all children benefit from bespoke strategies in a high-quality setting.

Our main strategy is to ensure quality first teaching for all children before identifying further adaptations 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 regularly assessed, discussed, and reviewed. Our fluid approach, regular reviews and careful monitoring ensure that the allocation of funded is effective in ensuring all children achieve an ambitious curriculum intent..

Challenges

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

Intended outcome	Success criteria
1. Improved communication and language skills and vocabulary.	<ul style="list-style-type: none"> • Children will make strong progress in communication, language and literacy from their starting point. • Children will achieve the curriculum intent • Children will be well prepared for the next stage in their education.
2. To achieve and sustain improved attendance for all children, particularly those at risk of disadvantage.	<ul style="list-style-type: none"> • Attendance data will evidence consistent attendance • Clear systems for monitoring attendance and offering support will be in place
3. Children at risk of disadvantage who have significant additional needs	<ul style="list-style-type: none"> • Children will receive timely support from external professionals • Children will access a curriculum designed to both meet their needs and provide challenge
4. Families require support to ensure that the home learning environment promotes strong progress.	<ul style="list-style-type: none"> • 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: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A member of the Headship team will lead on interventions for speech and language.</p> <p>An extra member of staff has been funded to support the screening process and the running of interventions</p> <p>Training for all staff on 'Prioritising communication and language in the curriculum'</p>	<p>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 :</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>Ofsted research findings presented by Phil Minns during the 'OFSTED Early Years EIF Curriculum roadshow' January 2023 - Spring Term</p>	1,2
<p>Funded wraparound care is provided for children to support parents back to work.</p> <p>Extended sessions provide target children with further opportunities further in line with their 30 hour peers.</p>	<p>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.</p> <p>https://www.lse.ac.uk/business/consulting/assets/documents/closing-gaps-early.pdf</p>	1,2,3
<p>Parental collaboration is a key driver in the Nursery. Funding is used to ensure that parents/carers receive fortnightly updates from key-persons.</p> <p>Leadership time is used to create a responsive annual</p>	<p>Parental engagement in early years education is consistently associated with children's subsequent academic success.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</p>	1,4

parental engagement strategy.	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	
<p>Staff will be trained to support children with additional needs to access the ambitious curriculum.</p> <p>Staff training on supporting children with SEND will be invested in</p> <p>Intensive Interaction Inset day £1,600</p>	<p>Evidence strongly indicates that where Teaching Assistants are used effectively and follow a structured programme children can achieve greater independence.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants#nav-download-the-guidance-report-and-poster</p>	3

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

Budgeted cost: £1,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on 'Intensive Interaction'.	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</p>	1,2,3,

Total budgeted cost: £ 3,900

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 2022 to 2023 cohort.

Our monitoring, evaluations and assessments during 2022/23 indicated that children eligible for Early Years Pupil Premium funding made strong progress from their starting points; the majority of children eligible left working within a typical band of attainment and ready for school. This was in line with peers not eligible for EYPP. Those children eligible for funding not ready for school made progress against individual targets from far lower starting points including children with significant additional needs. Target teaching strategically planned by qualified, senior staff resulted in all children making accelerated progress in communication by identifying gaps in language in a timely way. Funded wraparound care supported a small number of parents back into the workplace and out of financial deprivation. These children also benefitted from attending high quality provision for extended sessions with greater opportunity to be exposed to high quality provision in which to develop their communication and language. Extended sessions provided target children with opportunities further in line with their 30-hour peers. Funded support to provide parents with fortnightly catch ups ensured that parents were able to regularly share pertinent information and become key collaborators in their child's progress and achievement. Providing higher adult ratios for children with significant additional needs ensured that they could access an ambitious curriculum with appropriate adaptations meeting their identified needs.

Chosen Approach	Evaluated Impact	Lessons Learned	Impact Rag
<p>A member of the senior leadership team will lead on interventions for speech and language.</p> <p>Training for all staff on 'Prioritising communication</p>	<p>Screening of all children took place and staff training was delivered to support with staff expertise on C&L</p> <p>As a result:</p> <ul style="list-style-type: none"> <i>The percentage of children eligible for EYPP left working in a typical band in C&L was in line with peers</i> 	<ul style="list-style-type: none"> Maintain but using qualified teachers not senior teachers 	

<p>and language in the curriculum'</p>	<ul style="list-style-type: none"> • <i>Children with more significant needs made strong progress against individual targets</i> • <i>All children were screened and gaps planned for through universal provision</i> • <i>Individuals were successfully targeted through play</i> • <i>All staff upskilled in planning 'deliberate' vocabulary</i> <p>Consistent delivery of group targets was less successful due to the time constraints placed on the senior team as result of absence and recruitment challenges.</p>		
<p>Funded wrap-around care is provided for children to support parents back to work.</p> <p>Extended sessions provide target children with further opportunities further in line with their 30-hour peers.</p>	<p>Identified children accessed extra wraparound sessions across the week.</p> <p>As a result:</p> <ul style="list-style-type: none"> • <i>Some children had improved attendance and punctuality as accessed breakfast club and started the session with peers</i> • <i>Funded lunch club ensured access to a hot, nutritious meal for identified children</i> • <i>Some families were able to access college due to funded sessions.</i> 		

<p>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.</p>	<p>Strong parental collaboration was developed.</p> <p>As a result:</p> <ul style="list-style-type: none"> • <i>Support for home learning was identified as a strength in parent survey</i> • <i>100% of parents received meaningful communication across the year</i> • <i>We were highly commended for our work with parents at the Nursery World Awards</i> 	<p>Maintain</p>	
<p>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</p>	<p>Staff skill sets were developed across the year.</p> <p>As a result:</p> <ul style="list-style-type: none"> • <i>Children with SEND eligible for EYPP made strong progress against individual targets as evidenced by IAELD</i> • <i>Children in this group received both internal and external support in a timely way due to swift leadership action.</i> • <i>A familiar adult approach ensured the children were supported by a small group of adults</i> 	<p>Maintain and develop the familiar adult approach.</p>	

	<i>successfully moving away from the 1:1 model deemed unsuccessful the previous year.</i>		
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