

# Early years pupil premium strategy statement

This statement details our school's use of early years pupil premium for academic year 2023-2024 to help improve the attainment of our disadvantaged pupils.

It outlines our early years pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of early years pupil premium had within our school.

## School overview

Detail	Data
<b>Douglas Valley Nursery School</b>	
Number of pupils aged 3-4yrs in school	37
Proportion (%) of early years pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Early years pupil premium lead	Catherine Ardern
Governor lead	Anna Prior

## Funding overview

Detail	Amount
Early years pupil premium funding allocation this academic year	£5130
Early years pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£5130

## Part A: Early years pupil premium strategy plan

### Statement of intent

At Douglas Valley Nursery School we aim to provide quality first teaching as a priority to support children's development holistically. We aim to develop practice and provision of the highest quality to enable all children to reach their potential, through a relentless focus on the progress of our disadvantaged children and awareness of their needs in all that we do.

Overcoming barriers to learning is at the heart of our early years pupil premium strategy and as such we do not allocate personal budgets per child in receipt of EYPP. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals.

### Challenges

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

Challenge number	Detail of challenge
1	Low starting points in all 3 prime areas
2	27% children in receipt of EYPP are identified as SEND or emerging SEND and a further 33% are identified as having delayed speech, language and communication on entry.
3	Many children start nursery without the necessary skills and attitudes that underpin strong learning behaviours, including self-regulation skills, resilience and focus and attention skills.

### 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
Deliver quality first teaching to all EYPP children, matched to the children's level of development providing sufficient challenge to accelerate learning across the identified areas of learning.	The vast majority of children are meeting the expected milestones across all areas of learning when they transfer to their Reception class
Improve personal, social and emotional development, communication and language and physical development for children eligible	Children transfer to their Reception class meeting the expected milestones in the prime areas of learning

for EYPP on transition to Reception class, impacting on outcomes across all areas of learning	
Develop children's attitudes to learning to enable children to become happy, confident, curious learners	<p>Children are able to focus and attend on a wide range of activities.</p> <p>Child are interested in the world around them and are motivated to find out more</p> <p>Children are able to talk about what they have been doing and what they are good at. They are beginning to identify what they need to practice.</p>

## 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.

Total Early Years Pupil Premium funding: £5814

## Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ an additional member of staff to maintain lower than required ratios to facilitate appropriate interventions, focusing on the prime areas of learning	<p>Invest EYPP to create longer term change which will help all pupils.</p> <p>Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p>	<p>1</p> <p>2</p>

## Targeted support

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>WellComm assessments completed for all children on entry to quickly identify children with Communication and Language learning need.</p> <p>Small group sessions using Keys to</p>	<p>Research has shown that difficulties with language can have long term effects on children's overall development. WellComm is an evidence based programme that includes a screening tool for early identification of language difficulties and targeted activities to support</p>	<p>1</p> <p>2</p>

Communication/WellComm Toolkit to support children's communication and language skills to build a firm foundation for future Literacy skills.	specific areas of language development.	
---	---	--

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
On entry assessments in PSED quickly completed to identify children with a PSED learning need. Group sessions and targeted support in continuous provision focusing on promoting children's emotional wellbeing, their confidence and resilience and their ability to regulate their emotions	The Education Endowment Fund identifies that evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional learning (SEL) skills at all ages than their more affluent peers and that lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education can support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation.	1 3
Develop positive attitudes to learning to become happy, confident, curious learners	Research undertaken by the Sutton Trust identifies that the greatest impact of Pupil Premium investment was seen through interventions focusing on feedback and meta cognition/ self regulation strategies. Promotion of positive attitudes to learning underpins our practice and provision.	1 2 3

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

Deliver quality first teaching to all EYPP children, matched to the children's level of development providing sufficient challenge to accelerate learning across the identified areas of learning.

Improve personal, social and emotional development, communication and language and early literacy skills for children eligible for EYPP on transition to Reception class, impacting on outcomes across all areas of learning

Develop children's characteristics of effective learning to enable children to become confident, capable, independent and self-motivated learners

- In 2022-2023 the proportion of children meeting the expected milestones on entry to nursery in Personal, Social and Emotional Development (PSED) and Communication and Language were low compared to the cohort.
- 38% of children eligible for EYPP are identified as having SEND and were in receipt of additional Targeted Individual Support Funding. These children's progress was tracked against the Early Support Framework.
- A further 10% of children eligible for EYPP were identified as having a speech, language and communication need and were known to, or referred by the school, to the Speech and Language Service
- Key staff accessed training to implement the WellComm programme
- Key staff accessed training on communication and language interventions
- Coaching model in partnership with LA Early Years team used to develop key staff's skills when supporting children with SEND
- Strong partnership working with speech and language therapists
- All children took part in regular Wellbeing sessions focusing on regulating emotions.
- The introduction of Think Equal programme supported children to recognise and name their emotions
- The WellComm programme enabled children's specific language needs to be identified and targeted. This approach evidenced the strong progress made by children.
- Identified children participated in targeted communication groups to boost communication and language skills
- The Core stories approach continued to be implemented and all staff attended refresher training.
- The developing use of floor books shows how children build communication and language, early literacy, curiosity and critical thinking.
- Internal end of year assessment data indicates that the proportions of children eligible for EYPP meeting the expected milestones in Communication and Language and Reading were broadly inline with the cohort. In PSED, they were below the cohort, with key areas of concern being self regulation and confidence.

Externally provided programmes

Programme	Provider
WellComm	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*