

EARLY YEARS PUPIL PREMIUM STRATEGY



PARKLANDS NURSERY SCHOOL 2024-25

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	49
Proportion (%) of pupil premium eligible pupils	(11) 22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25 1 of 3 yr plan
Date this statement was published	Dec 24
Date on which it will be reviewed	Dec 25
Statement authorised by	Lyndsey Lambert
Pupil premium lead	Helen Vann
Governor lead	Lisa Smallwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 2,272 (indicative)
Recovery premium funding allocation this academic year	£ NA
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£NA
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£1,956 so far

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Pupil premium strategy plan

Statement of intent

'If we get the early years right, we pave the way for a lifetime of achievement. If we get them wrong, we miss a unique opportunity to shape a child's future.'

Unknown children – destined for disadvantage? Sir Michael Wilshaw: July 2015

Our Intent is to ensure every child will.....

- **Have a positive self-image**
- **Be independent and resourceful**
- **Have a sense of belonging, feel safe and secure**
- **Be inquisitive and curious**
- **Show care and concern for others**
- **Be respectful and respected**
- **Be prepared to take risks**
- **A desire to communicate**

To achieve this, we recognise the:

- Importance of parental engagement and participation.
- Importance of quality interactions.
- Need for well-informed staff.
- Need for constructive environment to facilitate learning.
- Outside environment versus the inside environment.
- Need for simple planning based on learning, not activities.
- Early identification of need and specialist interventions for support.

For our children we recognise as vulnerable we aim for them:

To be settled and happy at nursery and to receive support with their learning and development, to reach their potential

To have an extensive array of vocabulary both comprehension and orally that they use to confidently learn and play with their peers

To have a love of Reading through access to high quality books

To show increased well-being and involvement-happy, confident children who will sing, enjoy dance and drama with a positive attitude.

To be confident to take social risks and join in confidently with peers.

To be confident to take risks and master new skills

Early Years Pupil Premium (EYPP) is one of many contributing factors which can help our children in all areas of development and learning.

Practitioners think deeply about how to use the EYPP funding to take maximum advantage for those children who are eligible for this funding. Close relationships with parents and carers enables conversations to take place about how we can best support their children and what the additional support might look like.

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Children entitled to EYPP are monitored through regular observations and assessments. Our assessments are used to reflect, review and analyse children's progress from their start points. Children have individual action plans in place. EYPP funding has been used for a variety of resources, learning opportunities and experiences in nursery to support their interests and enhance their learning and development.

Resources and opportunities are planned from observations of the eligible children, parental feedback, School Development plan priorities, assessments and staff's professional judgements.

Interventions have included music, dance and drama to promote children's self-confidence and well-being, along with language interventions including language groups and resources. Family support interventions are also used to support a range of identified needs, that include parenting, attendance, attachments, physical and mental health.

Challenges

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

Challenge number	Detail of challenge
1	Parental engagement
2	Support with home pressures and educational aspirations
3	Language and vocabulary and therefore their access to the wider curriculum
4	Attendance- due to a range of factors- health, home life pressures
5	Developmental delays- regulating emotions and sensory processing

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
For children to be settled and happy at nursery and to receive support with their learning and development, to reach their potential	Improved levels of wellbeing and involvement from 2023-24 demonstrated by: • data from assessments, next steps achieved, child and parent voice • reduced challenging behaviours • Improved attendance rates for children accessing FS. a significant increase in participation in interventions and parent events, particularly among disadvantaged pupils
Children have an extensive array of vocabulary both comprehension and orally in English that they use to confidently learn and play with their peer	Assessments and observations indicate significantly improved oral language among pupils. This is evident when triangulated with other sources of evidence, including ongoing

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	formative assessment and children's spotlight paperwork.
Improve children's love of Reading through access to the library and other language resources	Assessments and observations indicate progress in children's communication, language and Literacy skills. High engagement in lending library.
Increased well-being and involvement-happy, confident children who will sing, enjoy dance and drama with a positive attitude. Confident to take social risks and join in confidently with peers	Improved levels of wellbeing and involvement from 2024-25 demonstrated by: • data from assessments, child voice • reduced challenging behaviours a significant increase in participation/involvement in group time activities and sustained shared thinking and increased attention span, particularly among disadvantaged pupils
Increased attendance to nursery with parents engaging with early help support and partnership working to support children's development. Parent Events- with focus uncommunication and language and development	Improved attendance of EYPP children Positive engagement with family support worker- to reduce home life concerns or pressures. Parents engaging with home learning and partnership working- attending events with child. Improved relationships. Parents attending courses and events to support child's development and raise aspirations.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum enhancements- theatre visits, church visits, parent event days-	Assessments in the seven areas of learning, physical and PSED- and developing creativity, parental engagement in child's learning.	1, 3, 4, 5,
Language support from practitioner based on identified needs and language resources- including sign and long training.	Assessments in communication and language, speech sounds checklist, Portage profile. Communication and language approaches EEF	3, 5

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Cost of wider experience activities subsidised e.g. Living Eggs, Animal experience, visitors and weekly music group	Assessments increased well-being and involvement. Improved language-comprehension and oral- impact on all areas of learning. Musical-Development-Matters-ONLINE.pdf	2,3
Lending library and home learning	Improved Comm and Lang skills and Literacy- Reading. EEF Early Literacy	1, 2, 3,
Enhance adult: child ratio in order to provide additional support for those children most in need and cost training-sensor circuits.	Very young children benefit from sensitive, nurturing and skilled adults who are attuned to their needs and available. Self-regulation strategies EEF	2, 3

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

Budgeted cost: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support worker-specialist intervention, offering early help and support	Relationships with parents, improved aspirations and attitudes towards nursery-improved attendance and engagement in child's learning. Improved relationships between children and parents- well being. Our impact and evidence base - Solihull Approach Parenting	1, 2, 3, 4, 5

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

Budgeted cost: £1,544

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fruit / vegetable sticks provided for snack mid morning and mid-afternoon	Research confirms that healthy eating habits in the years before school are very important because they influence growth, development and academic achievement in later life Over a fifth of	1, 2, 3, 4, 5

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	children are either overweight or obese by the time they join reception class in primary school Eat Better Start Better – Voluntary Food and Drink Guidelines for Early Years Settings in England Eat-Better-Start-Better1.pdf	
Team around the school meetings – Senior leaders	To review identified special educational needs , interventions and progress and children’s vulnerability factors, interventions and attendance.	1, 2, 4
Whole school two day training Solihull Approach- to enable skilled staff to support children’s well being,relationships and behaviour for learning through early help with parents	Improved relationships between children and parents- well being. Our impact and evidence base - Solihull Approach Parenting	1,2,4,5

Review of the previous academic year

Outcomes for disadvantaged pupils

Autumn 10	Spring 11	Summer 14
Children’s baseline assessment of well-being and involvement for EYPP children at each term- presented 6 of the 10 children with low to medium well being and involvement. In June 24 this reduced with all 14 children assessed with a score of 4/5 high. Early identification, help and support ensured children made very good progress in personal, social and emotional development. Of the EYPP children’s baseline assessments low and not meeting milestones, there were 8 children not on track in one or more of the prime areas. In June 24 this had reduced to only 2 children – not on track. All 14 EYPP parents attended at least two parent consultations with keyworkers during the year and all attended a parent event session. Attendance improved and support was given to parents to ensure their child’s attendance increased to at least 80%. Final assessment EYPP children attendance 90. Whole cohort 92%		

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6 families engaged in family support in a positive way, accepting support and engagement in taking positive steps to improve home life conditions, parenting and attendance. Case studies and vulnerability trackers show evidence of this.

All EYPP children accessed music group intervention- with baseline assessment delays in comm and language moving from 'not on track' to either 'working towards or 'on track;

EYPP children at beginning of yr (10)

	Oct 23	Jun 24
On track	2	7
working towards	4	1
Not on track	4	1 (SEND)

The 4 children that joined between January and April, also made very good progress and achieving development milestones in both Prime and Specific areas.

All EYPP children engaged with the lending library. Books have included a large number of non-fiction/ reference books which are particularly popular with the boys.

Language based support and music group for identified children with language delays- specific interventions held weekly – led to improved orally language and vocabulary and interest in letters and sounds.

Assessments highlighted delays in **Mathematics**- counting with majority of EYPP children in this stage. Interventions during the Summer term showed children made very good progress with a final assessment of meeting the milestones.

Visits into the community, enhancements including visitors and experiences led to increased opportunities to widen all children's knowledge of the wider world, extending their development in the specific areas as they discussed new knowledge and documented this in a variety of methods.