

Early Years Pupil Premium Strategy Statement 2021-22

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 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 pupil premium had within our school.

School overview:

Detail	Data
School name	Fawood Nursery School
Number of pupils in school	54 (Autumn Term)
Proportion (%) of pupil premium eligible pupils	15% (8)
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	31.12.21
Date on which it will be reviewed	01.09.22
Statement authorised by	Nisha Lingam
Pupil premium lead	Lorraine Lawrence
Governor	Andrea Gray

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£2416.80
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£2416.80 (based on Autumn term allocation)

Part A: Pupil premium strategy plan

Statement of intent

The information below details our school's use of pupil premium funding and sets out our pupil premium strategy. We know that high quality early education can influence how well a child does in primary and secondary school. We aim to spend pupil premium funding in ways that help narrow the attainment gap that can occur between young children from low-income families and their peers. We will employ the strategies below to enable children eligible for EYPP funding to reach their full potential.

Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will identify where a child may need additional support and consider additional resources, interventions, visits and training accordingly. We closely monitor the impact of the funding for each child and ensure that all staff help children eligible for EYPP to make rapid progress.

The Deputy Headteacher reports children's progress to the Governors on a termly basis and children who are eligible for EYPP are one of the groups that are reported on. An annual statement is produced which shows how we have used the money to diminish the difference between children eligible for EYPP and those that are not.

Challenges

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

Challenge number	Detail of challenge
1	Most children receiving EYPP have low baseline data in Communication and Language. We are aware however that sometimes there are children who will enter at typical development therefore children's progress is measured from their starting points and supported by aspirational planning.
2	Most children receiving EYPP have low baseline data in Personal, Emotional and Social Development. We are aware however that sometimes there are children who will enter at typical development therefore children's progress is measured from their starting points and supported by aspirational planning.
3	Children's healthy lifestyles are compromised by poverty or inadequate housing. (In the latest Index of Multiple Deprivation (IMD), Brent is ranked in the 15% most deprived LSOAs in the country).
4	Children's education, health and mental wellbeing may be adversely impacted due to the Covid pandemic. Families may not access onsite educational provision due to covid or isolating. Families can be unaware how they can support children's learning at home.

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
<p>Children to make rapid and sustained progress and attainment in Communication and Language, particularly speaking.</p>	<p>Eligible children will increase levels of vocabulary Eligible children will make accelerated progress by the end of the year in Communication and Language. Children should leave nursery working on track within nursery 3-4 band. Eligible children with typical development make accelerated progress from their starting points to exceed. Early Talk Boost assessments of eligible children shows accelerated progress and developing vocabulary</p>
<p>Children to make rapid and sustained progress and attainment in PSED, particularly in Building Relationships and Managing Self To support children's emotional development and involvement.</p>	<p>Eligible children will make accelerated progress by the end of the year in PSED by the end of the year Children should leave nursery working on track within nursery 3-4 band.</p>
<p>Eligible children's health and wellbeing improves via resources and guidance offered to families</p>	<p>Children and families engage with the Bike Loan Scheme and understand the link to children's cycling safety, health and wellbeing. Progress in Physical Development is accelerated.</p>
<p>Individual children are challenged to ensure they reach their full potential</p>	<p>Pupils eligible for EYPP make accelerated progress by the end of the year in the Prime areas. Children eligible for EYPP with typical development make accelerated progress from their starting points to exceed. Eligible children to have increased opportunity to work creatively alongside Cath, Artist in Residence, to develop</p>
<p>Improved attendance for EYPP children</p>	<p>Good (at least 85%) attendance for all EYPP children with an expectation for excellent attendance (over 90%)</p>

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: Exceeding £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using the expertise of an 'Artist-in-residence' to work alongside practitioners to develop projects with targeted children.	Cath, an experienced artist, undertook successful creative art projects one day a week last year. We have seen how Cath inspires and challenges the children using a variety of media including clay, light and technology throughout the year. Practitioners will develop their practice by working alongside Cath, enabling them to sustain and develop this work independently throughout the week.	1, 2

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

Budgeted cost: Exceeding £416.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver Early Talk Boost programme to identified groups of children throughout the year.	Early Talk Boost is a targeted intervention aimed at 3-4 year old children with delayed language helping to boost their language skills to narrow the gap between them and their peers. The programme aims to accelerate children's progress in language and communication by an average of 6 months, after a nine week intervention. Previously Early Talk Boost has proved to have a positive impact on children's language development.	1, 4
Deliver a Bike Loan Scheme where parents can borrow a balance bike, helmet and high-vis jacket for a week at a time. Teach safety aspects of cycling to families. Promote family healthy lifestyles and impact on wellbeing and children's behaviour.	Being physically active helps build a healthier body, stronger bones and muscles. Regular gross motor activity improves children's concentration levels. It also improves cardiovascular fitness. Children who have higher levels of physical activity during their childhood are likely to be more active even after they mature. Taking part in outdoor activity supports physical development and support children's wellbeing.	2, 3, 4

Give a set of Core Books to each eligible child to enable parent to have these resources available at home.	We believe an important part of learning to read is to develop a love of books. Children need to have a good vocabulary and understand how books work. Parents sharing rhymes, books and stories at home every day helps develop these skills, making the transition to school more successful. Repetition is important too, we ensure we regularly read these stories to the children and they are always available for them to access in nursery too.	1, 2, 4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure policies and procedures in promoting, supporting, recording and monitoring the attendance of all children are in place.</p> <p>Monitor attendance of eligible children half termly.</p>	<p>Attending nursery helps children establish routines of going to school regularly and being on time, which can help them make a smooth and positive transition to reception. Children need to have good attendance in order to benefit from education.</p> <p>Suggested strategies for securing good attendance:</p> <p>Securing good attendance and tackling persistent absence - GOV.UK (www.gov.uk)</p>	4

Total budgeted cost: Exceeding £2416.80

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 2020 to 2021 academic year.

Targeted Support:	Impact:																																																																																																																																																																																																																																																																																																												
<p>Using the expertise of an 'Artist-in-residence' to develop projects over time with targeted children.</p> <p>All EYPP children targeted for all projects and their involvement monitored by the class teachers</p> <p>Time divided between main floor and Rainbows for Light and Dark and Sculpture projects</p>	<p>Nursery EYPP Data</p> <table border="1"> <thead> <tr> <th colspan="2">Areas of Learning & Development</th> <th colspan="6">Attainment</th> <th colspan="4">Progress</th> </tr> <tr> <th colspan="2">Nursery 2 (10 Pupils)</th> <th colspan="3">Entry N2</th> <th colspan="3">Summer N2</th> <th>From</th> <th>Entry N2</th> <th>To</th> <th>Summer N2</th> </tr> <tr> <th colspan="2">1 - 8 prime areas - count for GLD</th> <th>Matched Results</th> <th>On track for GLD</th> <th>30%</th> <th>Matched Results</th> <th>On track for GLD</th> <th>80%</th> <th rowspan="2">Matched Results</th> <th rowspan="2"><<</th> <th rowspan="2">Amount of Progress</th> <th rowspan="2">>></th> </tr> <tr> <th colspan="2">9 - 12 specific areas - count for GLD</th> <th>Pupils Emerging</th> <th>Pupils At or Above ARE</th> <th>Pupils Emerging</th> <th>Pupils At or Above ARE</th> </tr> <tr> <th colspan="2">13 - 17 specific areas - do not count for GLD</th> <th colspan="10"></th> </tr> </thead> <tbody> <tr> <td>Comm and Lang</td> <td>1. 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Balance Bike scheme in operation 18.01.2021 (due to the COVID pandemic and heightened safety measures this was previously put on hold) A rotating loan system where parents can borrow a balance bike, helmet and high-vis jacket for a week at a time is in place. Monitor and gather feedback from parents and children. Covid secure lending systems are set up. Bikes are loaned weekly, including over school holidays. Children and families have engaged with the Bike Loan Scheme and are given information regarding children's cycling safety, and the benefits of cycling to health and wellbeing

All of the EYPP children have loaned a bike at least once over the spring and summer terms. The families have been very keen to borrow the bikes and have been enquiring when it will be their turn. Here are some comments from parents who have benefited:

'X has always been very laid back when it comes to learning to ride a bike/scooter. He's happy to ride for a minute or 2 and then he'd rather walk! He really enjoyed having the balance bike though and was getting very confident with it. He does have a bike at home but he can only pedal backwards, he hasn't quite figured out front pedalling yet but we are looking into getting him a balance bike now'. (Nursery)

'X learnt how to balance on the bike and can ride it very well' (Nursery- comment on Eylog)

'X tried to hold the bike by himself. X enjoying on bike. X really enjoyed to have the bike and wanted to use it a lot. It is good as he climbs a lot and do lots of things.' (Rainbows)

Balance Bike End of Year Data:

Class	Offered/ received balance bike
NEG2	57%
NEG3	66%
Rainbows	93%

Class	Turned down*
NEG2	6%
NEG3	11%
Rainbows	29%

Pupil Premium:

Class	Offered/ received bike
NEG3 (17 Children)	53%*
Rainbows (3 Children)	100% 1 child turned bike down as already owned one.

- 8 children had not been offered a bike. 4/8 of these children have poor attendance so it has been difficult to offer them the bike.
- Of the 4/8 with good attendance, 3 were offered the bike the week of the isolation of NEG-3 classes

Further information (optional)

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