

Early Years Pupil premium strategy statement

Before completing this template, you should read the guidance on [using your pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our nursery's use of early years pupil premium funding to help improve the education we provide for disadvantaged children.

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 nursery.

School overview

Detail	Data
School name	Oxhill Nursery School
Number of children in nursery	39 (2 year olds) 65 (3-4 years olds) Total = 104
Proportion (%) of children eligible for early years pupil premium	19 % of whole school are eligible 31 % of 3-4 year olds are eligible
Academic year/years that our current early years pupil premium strategy plan covers	22/23
Date this statement was published	November 2022
Date on which it will be reviewed	January 2023, April 2023, September 2023
Statement authorised by	Chair of Finance Premises and Personnel committee S. Golightly
Early years pupil premium lead	Acting Headteacher J. Watson
Governor / Trustee lead	S. Golightly

Funding overview

Detail	Amount
<p>Early years pupil premium funding allocation this academic year OR termly Calculation is worked out at</p> <p>Autumn £9 per week x 14 weeks = £126 x 20 children</p> <p>Spring £9 per week x 11 Weeks = £108 x 25 children (est)</p> <p>Summer £9 per week x 13 Weeks = £108 x 27 children (est)</p>	<p>£2520 (actual)</p> <p>£2673 (estimate)</p> <p>£3159 (estimate)</p>
<p>Early Years pupil premium funding carried forward from previous years (enter £0 if not applicable)</p>	<p>£0</p>
<p>Numbers Spring & Summer EYPP children are estimated in the Autumn Term</p> <p>Total budget for this academic year</p>	<p>Estimate based on 20 EYPP ch'n Autumn, 25 EYPP ch'n Spring 27 EYPP ch'n Summer</p> <p>Total £8352</p>

Part A: Early Years pupil premium strategy plan

Statement of intent

Oxhill Nursery School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. As part of the additional provision made for pupils who belong to vulnerable groups we will ensure that the needs of the socially disadvantaged pupils are adequately assessed and addressed through termly pupil progress meetings and data analysis. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive Free School Meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

We reserve the right therefore, to allocate the Early Years Pupil Premium Grant to support any pupil or groups of pupils that we legitimately identified as being socially disadvantaged. Limited funding and resources will also mean that not all the children receiving free school meals will be in receipt of Early Years Pupil Premium funded interventions at one time.

At Oxhill Nursery school we see raising the attainment of disadvantaged children as part of our commitment to help all children to achieve their full potential by:

- Promoting an ethos of attainment for all pupils rather than stereotyping disadvantaged children as a group with less potential to succeed
- Having an individualised approach to addressing barriers to learning at an early stage through early intervention
- Focussing on high quality teaching and effective deployment of staff to support disadvantaged children
- Make decisions based on detailed data analysis and responding to evidence each term

At Oxhill we decided to use EYPP funding to compliment the work that is going on in school to close the “word gap” by focussing on areas of life skills where some children need a boost in independence skills or self confidence in order for them to thrive and achieve across all areas of learning. Enriching opportunities including, cookery, shopping, life skills and support for developing personal care. These activities will provide a range of opportunities for all children to try something new and shine.

Challenges

This details the key challenges that we have identified among our disadvantaged children.

Challenge number	Detail of challenge
1	Language development is delayed for their developmental age
2	Our disadvantaged children find it difficult to express their emotions and feelings in an appropriate way
3	Our disadvantaged children may not have had opportunities to develop cultural capital especially during the Coronavirus 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
For children to be confident communicators able to talk with peers and familiar adults.	Children will be observed to understand and use a wide range of vocabulary in their play. Children will be able to use nouns, pronouns and verbs modelled by adults in nursery. Children will be able to use past and present tenses and different word endings.
For children to self-regulate	Children will be observed dealing with conflict in their independent play. Children will be able to manage change and follow instructions given by familiar adults without becoming withdrawn or throwing a tantrum.
For children to be given opportunities to develop their wider understanding of culture in their local area	Children will experience visits outside of nursery and be exposed to visitors within nursery who will support their developing knowledge and skills for their journey into primary school and beyond.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 1408.96 *estimate*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staff employed to provide lower adult child ratio and to provide some small group targeted support to provide children with practical activities around independence, health & hygiene, self-care and wellbeing.	A lower staff ratio provides all children with more adult attention and scaffolding across the nursery school. This leads to more quality interactions, children observe more modelling of play and language and have role models to show them how to interact, play and become fully involved. Having more staff available allows more scaffolding in the moment and opportunities for targeted interventions and small group work .	1,2,3

Targeted support (for example small group support, one-to-one support, structured specific learning experiences)

Budgeted cost: (A) £ 935.56 + (B) £ 135 + (C) £ 4302.36

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A) Additional staff to use 1 afternoon per week on planned visits into the local community e.g. walk to the library, ASDA (to buy our baking ingredients), the park, or visit the allotments to see the animals.</p> <p>B) Family trip to South Shields will be subsidised for eligible EYPP children to ensure all families can take part.</p>	Providing children with opportunities to go into their local environment and beyond to complete planned experiences will undoubtedly open their minds to new experiences and opportunities to develop communication and language beyond the nursery environment. Providing adults who are knowledgeable in the local area and can support the visits by adding local knowledge will add to the children's experience.	1,3

<p>C) 3 X EYPP children receive LA funding for 1:1 support for 12 out of the 15 hours they attend. The nursery use the EYPP fund to top up their supported hours so they are fully supported.</p>	<p>This additional funded time ensures the children have consistent support so that approaches and programmes can be carried out routinely on a daily basis, with a key person so children make consistent progress towards their Support Plan targets across the year.</p>	
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Wider strategies (for example, related to encouraging good attendance in preparation for statutory schooling, behaviour, wellbeing)

Budgeted cost: £ 600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase a selection of classic reading books to form the core texts of our reading spine.</p> <p>Children to develop a greater vocabulary through a selection of high-quality children’s picture/story books that have been specifically chosen to be read and re-read aloud with an adult.</p>	<p>Literacy expert, Pie Corbett’s has developed a Reading Spine, which is a core of books that create a library inside a child’s mind. It is a collection of classics and essential reads that help children engage at a deeper level and enter the world of the story. This will help children to develop that love of reading.</p> <p>Great stories also build our language because around 75 per cent of our vocabulary comes from our reading. Reading develops the ability to think in the abstract; to follow lines of thought. Oxhill Nursery have adopted a Reading Spine as Pie Corbett suggests “this, builds a common bank of stories that bind the community together. These are shared and deeply imagined common experiences”.</p> <p>Children will have good story knowledge and developed vocabulary when they move into their reception classes.</p>	<p>1,2,3</p>

Total budgeted cost: £ 7381.68

Part B: Review of outcomes in the previous academic year

Early years pupil premium strategy outcomes

This details the impact that our early years pupil premium activity had on children in the 2022 to 2023 academic year.

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Part C: Governance – monitoring the effectiveness of the Early Years Pupil Premium Strategy

Governors should be involved in evaluating the Early Years Pupil Premium Strategy. Leaders could use the table below to briefly summarise any discussions about the effectiveness of the strategy to address the intended outcomes.

Activity	Autumn 2021 Evaluation	Committee Date
<i>Teaching Priorities</i>		
<i>Targeted Academic Support</i>		
<i>Wider Strategies</i>		

Activity	Spring 2022 Evaluation	Committee Date
<i>Teaching Priorities</i>		
<i>Targeted Academic Support</i>		
<i>Wider Strategies</i>		

Activity	Summer 2022 Evaluation	Committee Date
<i>Teaching Priorities</i>		
<i>Targeted Academic Support</i>		
<i>Wider Strategies</i>		