

# Early Years Pupil Premium Strategy Statement 2023-24

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 early years pupil premium had within our school.

## School overview

Detail	Data
Number of pupils in school	114
Proportion (%) of pupil premium eligible pupils	27% (21 eligible for EYPP, 78 children potentially eligible for EYPP due to age, children become eligible the term after their third birthday) This is current as of Autumn term, but will increase during the year as children turn 3.
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023 - 2024
Date this statement was published	21.12.23
Date on which it will be reviewed	July 2024
Statement authorised by	Debbie Hayes, Headteacher
Early Years Pupil Premium Lead	Debbie Hayes, Headteacher
Governor Lead	Zoe Scales, EYPP Link Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation for the Autumn term	£ 3,372.60
Pupil premium funding allocation for the Spring term	£ TBC
Pupil premium funding allocation for the Summer term	£ TBC
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024</i>	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£ TBC

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all children, irrespective of their background or the challenges they face, make excellent progress and reach their full potential across all areas of the curriculum. The focus of our early years pupil premium strategy is to support all children at risk of disadvantage in achieving these goals.

At Caverstede Nursery School we view each child as an individual, focusing on their starting points and any challenges that may impact on their attainment. Appropriate interventions for each child are carefully considered.

We strive to provide quality first teaching, an enriching and engaging environment and first-hand experiences where children can thrive regardless of any disadvantage. Funding is carefully thought out to best meet the needs of individual children.

Children's attainment, progress and potential barriers to learning are reviewed regularly and monitored to ensure funding is having a positive impact.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Attainment</b> Our observations and interactions with children indicate their attainment on entry is low.
2	<b>Poor oral language skills</b> Children have poor speech and language which has not always been picked up by health visitors or other professionals prior to admission to school.
3	<b>Attendance</b> <ul style="list-style-type: none"><li>• Previous attendance data had shown that children eligible for EYPP had a lower overall attendance rate compared to non – EYPP children. Last academic year the outcomes were the same however attendance overall was low, this year we want to achieve higher overall attendance.<ul style="list-style-type: none"><li>○ 2020 – 21 – EYPP: 86% Non EYPP: 92%</li><li>○ 2021 – 22 – EYPP: 86% Non EYPP: 87%</li><li>○ 2022 – 23 – EYPP: 85% Non EYPP: 85%</li></ul></li><li>• Our attendance data has shown that some families do not take up the fifth session, for example if the child should attend for 2 ½ days the ½ day is often missed.</li></ul>

	<ul style="list-style-type: none"> <li>Our assessments and observations indicate that absenteeism negatively impacts disadvantaged pupils' progress.</li> </ul>
4	<b>Enrichment</b> Lack of opportunity to engage in enrichment activities, which hinders pre reading and widens the word gap. All children aged 3-4 years have spent at least a third of their life in a pandemic. Due to this, children have had reduced opportunities to access enrichment activities and experiences with their families, we are finding they have gaps in their knowledge.
5	<b>Parental Support</b> Parental support of their children / parental engagement. Parents are not always aware of how to support their children at home. Some families do not access the Caverstede library on a regular basis. 2020-21: 50% EYPP compared with 74% non EYPP. 2021-22: 69% EYPP compared with 81% non EYPP. 2022-23: This gap is closing and the overall totals of families using the Caverstede Library are increasing. We would like this to increase even more.
6	<b>Transition / School Readiness</b> Transition opportunities, being prepared for the next stage of education to help improve learning outcomes.

## 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
<b>Improved learning outcomes</b> Children eligible for EYPP are supported to improve their learning outcomes. Recorded through individual grids and whole class assessment and through SEND Support.	At least 85% of children eligible for EYPP to leave nursery July 2024 in line or above age-related expectation
<b>Improved oral language</b> Improved oral language skills and vocabulary among children eligible for EYPP. Children's speech and language improved.	Significantly improved oral language indicated through: <ul style="list-style-type: none"> <li>Observations and assessments</li> <li>Successful SEND Support targets</li> <li>At least 85% of children eligible for EYPP to leave nursery July 2024 in line or above age-related expectations</li> </ul>
<b>Improved Attendance</b> To improve and sustain improved attendance for all our pupils, particularly our disadvantaged pupils.  Those children who have consistent and good levels of attendance make more progress academically and socially than those who have sporadic and low attendance levels.	Sustained high attendance academic year 2023-2024 demonstrated by: <ul style="list-style-type: none"> <li>Working closely with parents/carers, other professionals</li> <li>Reviewing attendance data of individuals and overall</li> <li>Reviewing the attendance gap between children eligible for EYPP and their non-EYPP peers</li> </ul>

	<ul style="list-style-type: none"> <li>Parents state they have a better understanding of the importance of regular and consistent attendance</li> </ul>
<b>Enrichment</b> Opportunities for all children to take part in a range of varied real-life experiences enabling them to experience and gain extended vocabulary.	Children have taken part in a range of exciting, varied experiences enabling them to learn and embed new words in a meaningful context demonstrated through: <ul style="list-style-type: none"> <li>At least 85% of children eligible for EYPP to leave nursery July 2024 in line or above age-related expectations in the academic year in Communication and language</li> <li>Children will confidently use new vocabulary in familiar contexts</li> <li>Library books borrowed from the school library</li> </ul>
<b>Parental Support</b> Greater parental understanding of the importance of their involvement in their children's learning and development and how to be involved.  Greater parental involvement in reading to their children and instilling a love of books. More quality, age appropriate books, including core stories, provided into the homes of children, encouraging parents to read to their children.	<ul style="list-style-type: none"> <li>How to help your child at home information given to parents</li> <li>How to help your child at home sessions offered to families</li> <li>Parent / child groups offered</li> <li>Termly data will show increased use of the school library</li> <li>Books given to families, including core stories</li> </ul>
<b>Transition / School Readiness</b> Children and their families are supported through the transition process	<ul style="list-style-type: none"> <li>Transition packs given to families</li> <li>Staff supported visits to new schools take place if required</li> <li>Children settle into their new schools</li> <li>Transfer schools offered support for children with SEND</li> </ul>

## 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: £ 450

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Attend the 'Raising Boy's Attainment in Literacy (Local Authority Project – Gary Wilson)  (January – June 2024)	Promoted by Peterborough Local Authority. To create whole-school, long-term improvements involving all stakeholders (Teachers, leaders, parents, governors, and pupils).	1 - 6
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ TBC

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>One to one and small group support</b> <ul style="list-style-type: none"> <li>Identify learning gaps and put high impact strategies in place to address them.</li> <li>Support children's well-being in general, plus following being at home during the year due to COVID-19</li> <li>Work with the children on a regular basis: <ul style="list-style-type: none"> <li>In small groups</li> <li>Individually</li> </ul> </li> </ul>	Links to Research (Education Endowment Foundation [EEF] Early Years Toolkit) <ul style="list-style-type: none"> <li>Self-regulation strategies +3 months</li> <li>Communication &amp; language approaches +7 months</li> <li>Early numeracy approaches +7 months</li> <li>Early literacy approaches + 4 months</li> <li>Play-based learning +4 months</li> </ul>	1 2 4 6
Children with SEND: <ul style="list-style-type: none"> <li>Release the child's Key Person to work with the child, i.e. to go on local walks, sessions in the Sensory room etc.</li> </ul>		1 2 4 6
<b>Home Learning / Parental Engagement</b> Resources produced to support Home Learning – this includes staff videoing stories / rhymes / activities at school / home for families to interact with at home.	Links to Research (EEF) <ul style="list-style-type: none"> <li>Parental engagement +5 months</li> <li>Early literacy approaches +4 months</li> <li>Communication and language approaches +7 months</li> <li>Early numeracy approaches +7 months</li> <li>Physical Development approaches + 5 months</li> </ul>	1 2 3 4 5 6
Resources posted on the child's Tapestry online portal		1 2 3 4 5 6
Key Person / Class teacher / Inclusion Manager supports parent/child through face to face discussions / telephone calls / 'Teams' meetings / Tapestry online contact if /when needed		1 2 3 4 5 6
Core Story books - Each class has a Core Story, each half term, which they re-visit regularly. We will purchase a copy of the core story for each child, eligible for EYPP, to have at home.	Links to Research (EEF) <ul style="list-style-type: none"> <li>Parental engagement +5 months</li> <li>Early literacy approaches +4 months</li> <li>Communication and language approaches +7 months</li> </ul>	1 2 3 4 5 6
Parent/child group implemented to engage parental involvement in their children's development and learning.	Links to Research (EEF) <ul style="list-style-type: none"> <li>Parental engagement +5 months</li> <li>Early literacy approaches +4 months</li> <li>Communication and language approaches +7 months</li> </ul>	1 2 3 4 5 6

	<ul style="list-style-type: none"> <li>• Play-based learning +4 months</li> <li>• Self-regulation strategies +3 months</li> </ul>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £TBC

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Attendance</b> Extra funded hours awarded if required to improve attendance and learning outcomes.	Links to Research (EEF) <ul style="list-style-type: none"> <li>• Extra Hours + 3 months</li> <li>• Play-based learning +5 months</li> <li>• Early literacy approaches +4 months</li> <li>• Communication and language approaches +6 months</li> <li>• Early numeracy approaches + 6 months</li> <li>• Self-regulation strategies +5 months</li> </ul>	1 2 3 4 6
<b>Widening Life Experiences / Developing Cultural Capital</b> 'Become a Library Explorer' scheme introduced to encourage all children within the school to use our School Library regularly with their parents/carers. Each child in the school to receive their own book at the end of the Autumn, Spring and Summer terms.	Links to Research (EEF) <ul style="list-style-type: none"> <li>• Parental engagement +4 months</li> <li>• Early literacy approaches +4 months</li> <li>• Communication and language approaches +6 months</li> <li>• Early numeracy approaches + 6 months</li> <li>• Self-regulation strategies +5 months</li> </ul>	1 2 4 5 6
Extra books given to children for holiday period		4 5
Visit by author / illustrator during the week of World Book day	Links to Research (EEF) <ul style="list-style-type: none"> <li>• Communication &amp; language approaches +6 months</li> <li>• Early literacy approaches +4 months</li> <li>• Physical Development approaches + 3months</li> </ul>	1 2 3 4 6
<b>Transition / School Readiness</b> Staff supported transition visits to children's new schools if available this academic year	Links to Research (EEF) <ul style="list-style-type: none"> <li>• Communication &amp; language approaches +6 months</li> <li>• Early literacy approaches +4 months</li> <li>• Parental engagement +4 months</li> <li>• Social &amp; emotional learning strategies +3 months</li> <li>• Self-regulation strategies +5 months</li> </ul>	5 6
Transition pack for all children / parents - Summer 2, all children will receive a 'Transition pack' to support their transition to their new school. The pack includes a picture book and support booklets for parents/carers. The picture book is specifically related to 'Starting school'. Children with high level SEN will receive resources specific to their individual needs.		5 6

**Total budgeted cost: £3440.52** (Autumn term funding only. Spring and Summer Terms to be confirmed)

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

### Outcomes for disadvantaged pupils

#### Outcomes for children with Early Years Pupil Premium 2022 – 23

##### Whole group – 27 children

20 children achieved Age Related Expectations (ARE) or above in ALL Aspects of Learning  
Therefore 74% of children eligible for EYPP (including those with SEND) are achieving ARE or above when leaving Caverstede.

##### Mainstream - 20 children

18 children achieved ARE or above in ALL Aspects of Learning.  
Therefore 90% of mainstream children eligible for EYPP are achieving ARE or above when leaving Caverstede.

#### IMPROVED ORAL LANGUAGE

##### Whole group:

5 children are below ARE, at the end of year in speaking, with 22 being inline or above ARE.  
Therefore 82% of children eligible for EYPP (including those with SEND) are achieving ARE or above.

##### Mainstream:

1 child is below ARE at the end of year in speaking, with 18 children being inline or above ARE.  
Therefore 95% of mainstream children eligible for EYPP are achieving ARE or above when leaving Caverstede.

#### **Improved Attendance**

2020 – 2021 – EYPP 86% Non EYPP 92%  
2021 – 2022 – EYPP 86% Non EYPP 87%  
2022 – 2023 – EYPP 85% Non EYPP 85%

The gap between attendance of children eligible for EYPP and those not, has closed. Due to high levels of illness overall attendance was low.

#### **Parental Support**

##### Library Usage

2020 – 2021 – EYPP 50% Non EYPP 74%  
2021 – 2022 - EYPP 69% Non EYPP 81%  
2022 – 2023 - EYPP 72% Non EYPP 77%

Parental / child engagement in borrowing books from the school library is showing improvement overall. The gap between EYPP and Non EYPP is closing.

#### **Children's Well-being**

Reviewing the Leuven scales most children eligible for EYPP had high levels of well-being and involvement.

**Transition / School Readiness**

Transition packs given to families to support the preparation into their reception classes.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider



## Further information (optional)

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