

## Early Years' Pupil Premium Strategy Statement - Boston Nursery School

This statement details Boston Nursery School's use of early years' pupil 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 in the last academic year.

### School Overview

| Detail  | Data           |
|---|----------------|
| Number of pupils in school  | 61             |
| Proportion (%) of pupil premium eligible pupils   | 26%            |
| Academic year/years that our current pupil premium strategy plan covers - due to the short time our children attend the Nursery, we plan for the needs of each cohort | 2023/2024      |
| Date this statement was published   | 24/04/2023     |
| Date on which it will be reviewed   | 31/12/2023     |
| Statement authorised by   | Mrs Donley     |
| Pupil Premium Lead  | Mrs Hutton     |
| Governor Lead   | Mr Brackenbury |

### Funding Overview

| Detail  | Amount            |
|---|-------------------|
| Pupil premium funding allocation this academic year   | £5 130 (estimate) |
| Recovery premium funding allocation this academic year  |                   |
| Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )<br><br><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> |                   |

|  |                   |
|--|-------------------|
| <b>Total budget for this academic year</b><br><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> | £5 130 (estimate) |
|--|-------------------|

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

The ultimate objective for our disadvantaged pupils is that they are 'school ready' when they start their primary school education and are not disadvantaged in anyway when compared to children who are not in receipt of the premium funding. We intend to 'close the gap' between those children in receipt of funding and those who are not.

Each year, we receive a premium that reflects the number of children in Nursery who, statistics would suggest, might benefit from additional support to enable them to achieve their full potential. As our budget is delivered in three separate allocations throughout the year, dependent on the eligible number of children on roll at the point of each census, we have to estimate the funding we will receive.

The main barriers to educational achievement faced by our eligible children are: English as an additional language; identified special educational needs; and delay in communication and language.

The intent of our curriculum is to harness the engagement of parents and carers, as well as target the development of skills in speech and communication, reading, and mathematical knowledge. These are the areas we have identified that will equip all our children, including those in receipt of early years' pupil premium funding, with the knowledge and skills that will prepare them for primary school education or 'school readiness'. Our provision will ensure children overcome their barriers to learning.

We track the progress of all children as individuals, including those in receipt of early years' pupil premium funding, in order to monitor and measure the impact of our implementation. Although our practice and data are under constant review, we report the data of our early years' pupil premium strategy annually at the end of each academic year.

As a specific government grant, early years' pupil premium funding is accounted for and reported separately. This year, funding will be used to provide language support programmes tailored to the needs of eligible pupils and to purchase reading books to be shared both at Nursery and at home.

## Challenges

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

| Challenge number | Detail of challenge                        |
|------------------|--|
| 1                | English as an Additional Language          |
| 2                | Special Educational Needs                  |
| 3                | Delay in Communication and Language 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  |
|--|---|
| Three-to-four-year-old children to be able to access the primary curriculum in English when they move on to their new school - whilst respecting and celebrating the children's ability to communicate in other language(s) where this is applicable | Assessments in communication and language, for all children in receipt of EYPP, to demonstrate the children have made at least the level of expected progress and the majority of children to be ready to access the school curriculum. |
| Working in partnership with parents and agencies, children with SEN to be identified early so that the correct support can be provided by the Nursery and the children's ongoing primary provider  | All children with SEN to have had these needs identified and have a plan of support in place to provide accelerated learning in the identified areas of need.   |

## 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: £0

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|          |                                      |                               |

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

Budgeted cost: £5 130

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Overstaffing to deliver targets on EHCPs and ASPs, and to deliver language intervention programmes (£4 630) | Previous internal data demonstrates the success of this approach for our children.<br>There is a strong evidence base that suggests oral language interventions, including dialogic activities, are inexpensive to implement with high impacts on reading:<br><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a> | 16                            |
| Purchase of additional books to support appropriate acquisition of language (£500)                          | Previous internal data demonstrates the success of this approach for our children.<br>There is a strong evidence base that suggests exposure to books and early reading opportunities develops children's language skills and has a positive impact on their ability to access the wider curriculum.  | 16                            |

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

Budgeted cost: £0

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|          |                                      |                               |

**Total budgeted cost: £5 130**

**Part B: Review of the previous academic year**

**Outcomes for disadvantaged pupils**



## School overview

| Detail  | Data       |
|---|------------|
| Number of pupils in school  | 69         |
| Proportion (%) of pupil premium eligible pupils   | 30%        |
| Academic year/years that our current pupil premium strategy plan covers - due to the short time our children attend the Nursery, we plan for the needs of each cohort | 2022/2023  |
| Date this statement was published   | 21/04/2022 |
| Date on which it will be reviewed   | 24/04/2023 |
| Statement authorised by   | Mrs Donley |
| Pupil premium lead  | Mrs Hutton |
| Governor / Trustee lead   | Mr Bean    |

## Funding overview

| Detail   | Amount |
|--|--------|
| Pupil premium funding allocation this academic year  | £6 120 |
| Recovery premium funding allocation this academic year   | £0     |
| Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable)<br><br><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | £0     |
| <b>Total budget for this academic year</b><br><br><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>   | n/a    |

During 2022/23 the Nursery received £6 120. The funding was used to provide enhanced ratio and bespoke support, particularly to support the acquisition of language. In addition

to quality first wave provision, our Nursery used its enhanced ratio to deliver language programmes (Narrative Therapy and Wellcom) to small groups of identified children.

We also purchased books for our lending library and to support the curriculum in Nursery.

**Impact of Pupil Premium Funding**

Progress and attainment are tracked through our internal assessment processes and information from parents/carers. The evidence is collated three times a year, is used to measure the impact of targeted interventions.

**Attainment Data:**

|   | <b>% of children attaining age-related expectations</b> |
|---|---|
| <b>Children in receipt of Pupil Premium for the year ending July 2022</b>     | <b>88%</b>  |
| <b>Children not in receipt of Pupil Premium for the year ending July 2022</b> | <b>91%</b>  |
|   |   |
| <b>Children in receipt of Pupil Premium for the year ending July 2021</b>     | <b>86%</b>  |
| <b>Children not in receipt of Pupil Premium for the year ending July 2021</b> | <b>88%</b>  |
|   |   |
| <b>Children in receipt of Pupil Premium for the year ending July 2020</b>     | <b>71%</b>  |
| <b>Children not in receipt of Pupil Premium for the year ending July 2020</b> | <b>73%</b>  |
|   |   |

Data analysis for the year ending July 2022 showed that the attainment gap continued to close between children in receipt of early years' pupil premium funding and other children. This was due to the impact of the targeted support provided which ensured children in receipt of funding made accelerated progress.

It should be noted that the Nursery closed between March 2020 and June 2020 which had a negative impact on standards at the end of that academic year.

All children, including those in receipt of Pupil Premium funding, made good progress and were increasingly well prepared for primary school education.

End-of-year data will be updated in July 2023 but, ongoing analysis demonstrates that we are continuing to close the gap between those children who are disadvantaged and those who are not.

