



**Grandpont**  
Nursery School & Childcare

## Early Years Pupil premium strategy statement

This statement details our use of Early Years Pupil Premium funding for the 2023--2024 academic year to help improve the attainment of our disadvantaged children. Financial information is approximated and will be reviewed termly as eligible children join the school.

It outlines our 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	Grandpont Nursery School and Childcare
Number of pupils in school	26
Proportion (%) of pupil premium eligible pupils	8.5%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2025
Date this statement was published	October 2024
Date on which it will be reviewed	January 2024
Statement authorised by	Sarah Hanley
Early Years Pupil premium lead	Louise Russell
Governor lead	Amber Heard

### Funding overview

Detail	Amount
Early Years Pupil premium funding allocation this academic year	Autumn - £1,121.25 Spring- TBC

	Summer-TBC
Recovery premium funding allocation this academic year	0
Early Years Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	TBC

## Early Years Pupil Premium strategy plan    Statement of intent

Our aim at Grandpont Nursery School is to provide all children with the opportunity to achieve their full potential. We are committed to removing barriers which can be caused by personal circumstances or learning gaps.

### **Common barriers to learning for disadvantaged children may include:**

- Social and emotional needs, including attachment difficulties, emotional regulation difficulties and conflict resolution difficulties
- Poor oral language and/or communication skills
- Limited or narrow life experiences
- Complex family situations that prevent children from flourishing.

The challenges are varied and there is no 'one size fits all' approach for support.

### **Our objectives are:**

- to eliminate the attainment gap between disadvantaged and non-disadvantaged children at Headington Quarry Foundation Stage School
- for all disadvantaged children to experience a rich curriculum
- to overcome emotional and self-regulation barriers
- to build solid relationships with all children and families who are part of Headington Quarry Foundation Stage School

### **We aim to do this through:**

- close monitoring of qualitative and quantitative information to ensure accurate and timely identification of children in need of support
- ensuring that teaching and learning opportunities meet the needs of all the children and that where children have specific needs that these are addressed through high quality, evidence-based support led by appropriately trained staff
- having a clear joining process that involves conversations with parents to share information on we need to be aware of

### **Key principles of our strategy plan**

- We ensure that teaching and learning opportunities meet the needs of each child
- We ensure that appropriate provision is made for children who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed.
- We recognise that pupils eligible for Early Years Pupil Premium have a wide range of needs, including stretch and challenge for the most able, and we use the funding to improve outcomes for the full range of eligible pupils.
- We also recognise that not all pupils who are vulnerable are registered or qualify for Early Years Pupil Premium funding. We reserve the right to allocate Early Years Pupil Premium

funding to support any pupil, or group of pupils, who the school has identified as being at risk of underachievement.

- We track the progress of Early Years Pupil Premium children rigorously to ensure there is a positive impact on learning outcomes

## Challenges

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

Challenge number	Detail of challenge
1	Communication and language skills less well developed
2	Parental ability to support children's development at home (understanding and finances)
3	Children starting nursery with weaker self-regulation skills than their peers
4	Limited life experiences (cultural capital)

## 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 – Children will:	These will be measured by
Use a wider and richer range of vocabulary and language structures	<ul style="list-style-type: none"> <li>• Evidence in Tapestry observations</li> <li>• Progress on WellComm toolkit</li> <li>• Tales Toolkit project</li> <li>• Parental feedback</li> <li>• Assessment information (EYDT)</li> <li>• Curriculum planning</li> <li>• Mulberry Bush tracking tool</li> </ul>
Be able to express their ideas eg through role play, storytelling and conversation	
Show increasing confidence in managing their emotions, developing a positive sense of self, recognising their own abilities and persevering when things are difficult	
Benefit from cohesive relationships between their key person and their parents/carers	
Make good progress across all areas of learning because they experience a broad and rich curriculum	

**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: staff training £200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Screen children's language using Wellcomm	EPPSE - On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.	1
Practitioner training – Early identification of children with speech and language difficulties training. Small group work focussing on communication and language. Tales toolkit training  In house staff training around supporting language development through high quality play	EPPSE - On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.  On average, studies of play that include a quantitative component suggest that play-based learning approaches improve learning outcomes by approximately five additional months.	1
In-house staff meetings to focus on provision and understanding of a broad, rich curriculum	Research shows that when children and families' cultures are valued, both the child's experience of learning and progress can benefit (Husain et al., 2018, p. 4 and Gazzard, E. 2018 in Chalmers, H. and Crisfield, E. 2019)	3 4
Use of Class dojo and Tapestry to provide parents with information about how best to support their children	EPPSE - Studies indicate that involving parents in developing early literacy strategies can be beneficial	2
Non-contact time for SENCo/Key person for targeted planning and monitoring in relation to children with SEND who are eligible for EYPP	SEN Code of Practice - The role of the SENCO involves: <ul style="list-style-type: none"> <li>ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN</li> <li>advising and supporting colleagues</li> </ul>	1 2 3 4

Staff training- Self regulated and executive functioning	<ul style="list-style-type: none"> <li>ensuring parents are closely involved throughout and that their insights inform action taken by the setting, and</li> <li>liaising with professionals or agencies beyond the setting</li> </ul>	
Practitioner training re supporting self-regulation	EPPSE - The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving. Strategies that seek to improve learning by increasing self-regulation have an average impact of five additional months' progress.	4
Children to be offered to stay for lunch club to have longer time in social situation with peers and highly trained staff.	Malnutrition in the first five years of life have been consistently associated with lower cognitive ability around the world (Grantham-McGregor et al. 2007; Scrimshaw 1998). The Education Endowment Fund have found that extending the school day can have up to three+ months additional progress.	1 2 4

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

Budgeted cost :£0

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group language and PSE activities	EPPSE - certain strategies, particularly those involving targeted small group interaction, may have particularly positive effects on children from disadvantaged backgrounds	1 3
Small group music session with reaching assistant	Knowledge of nursery rhymes in early childhood is key in the development of phonological skills, the building blocks of literacy. Rhymes, Nursery Rhymes, and Reading in Early Childhood, MacLean et al (1987)	5
Purchase resources to support children's personal, social and emotional development	EPPSE - early numeracy approaches have a positive impact on learning equivalent to approximately six additional months' progress for early mathematics outcomes.	3
One-to-one support and resources for children in receipt of EYPP who also have SEN	EPPSE - certain strategies, particularly those involving targeted small group interaction, may have particularly positive effects on children from disadvantaged backgrounds	1 2 3 4

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

Budgeted cost: 2,700 (lunch cover)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use Leuven scales to assess children's levels of well-being and engagement	EPPSE - The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving. Strategies that seek to improve learning by increasing self-regulation have an average impact of five additional months' progress.	4
Lunchtime provision	<p>Malnutrition in the first five years of life have been consistently associated with lower cognitive ability around the world (Grantham-McGregor et al. 2007; Scrimshaw 1998).</p> <p>Children with low attendance in the early years are more likely to come from the poorest backgrounds. These children are likely to start school already behind their peers, particularly in their acquisition of language and their social development. They have little chance of catching up their peers if their attendance is bad. (Taylor in Improving attendance at school (DfE) 2012)</p>	2 4
<p>Rich curriculum activities eg:</p> <ul style="list-style-type: none"> <li>● local trips to the shops</li> <li>● farm visit to school</li> <li>● trips</li> <li>● Cooking</li> <li>● Trip to story museum with parent</li> <li>● observation of life cycles</li> <li>● visits from musicians</li> <li>● materials and artefacts that represent the different cultures and languages</li> </ul>	<p>What a setting does, through its EYFS curriculum and interactions with practitioners, potentially makes all the difference for children. It is the role of the setting to help children experience the awe and wonder of the world in which they live, through the 7 areas of learning. (para 187 Ofsted Early Years Inspection Handbook, Sept 2021)</p>	5

**Total budgeted cost: Autumn 2022 - Summer 2023- £3,145.80**



## 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 2022-2023 academic year.

67% of children receiving EYPP funding were inline in all areas, in communication and language  
33% of the children are working at greater depth. A focus on the prime areas next year to ensure all children receiving EYPP funding are inline in the prime areas.

### Externally provided programmes – n/a

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Further information

What were the key barriers last year?

- Poor attendance
- involvement with social care
- complex lives outside nursery
- children only attending for 15 hours of nursery.

What did we spend funding on?

- Offering 3 PP children longer days to support them with better attendance. In staying longer we were able to support them academically and pastorally.
- Providing enriching experiences for PP children which they may not have had access to otherwise. This includes:
  - Chick / hatching programme from Living Eggs
  - Providing compost, seeds and plants for Spring / Summer gardening experiences
  - More sessions with the yoga teacher to work on mindfulness and de escalation techniques
  - Work with home school link worker once a week and home school link worker follow up with 2 children's parents.
  - Funding trip to the story museum for the child and parent to accompany them

Governors have agreed that whilst the EYPP Grant must prioritise the achievement and wellbeing of disadvantaged pupils, the benefits of resources and services should - wherever possible- extend to include other pupils, many of whom are also vulnerable. We use funding to provide extra staff support and resources to ensure there is accelerated learning to ensure there is little or no difference between the achievement of eligible children and those that are not.

The provision and impact through EYPP is monitored through all levels of leadership and management:

- Governor meetings
- Senior Leadership Team meetings
- Pupil Progress Meetings
- Performance Management Meetings
- Continual Professional Development