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# Early Years Pupil Premium Strategy Statement

## Oakengates Nursery School



**This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 academic year) 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 effect that last year's spending of pupil premium had within our school.**

### School overview

Detail	Data
School name	Oakengates Nursery School
Number of pupils in school	76
Proportion (%) of pupil premium eligible pupils	5% Autumn 2024
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Jenny Gascoigne Executive Headteacher
Pupil Premium Leads	Hannah Firmstone SEND/CO/Early Years Lead
Governor	Gill Stubbs (Chairperson)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£3,000
Recovery premium funding allocation this academic year	£0
Catch up school led tutoring	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£3,000</b>

## **Part A: Pupil premium strategy plan**

### **Statement of intent**

Our intent is for all pupils, regardless of their background or the challenges they face, to make good progress and achieve high standards across all subject areas. The focus of our Early Years Pupil Premium strategy is to support disadvantaged children in reaching this objective, including those who are already high achievers.

We are committed to addressing the challenges faced by vulnerable children, including those with social workers, and our outlined activities aim to support their needs—whether they qualify as disadvantaged or not.

At the core of our approach is high-quality teaching, with particular emphasis on areas where disadvantaged children need the most support. This approach has been shown to have the greatest impact on closing the attainment gap, while simultaneously benefiting non-disadvantaged children. Our intended outcomes reflect a dual focus on improving progress for disadvantaged pupils and sustaining or enhancing attainment for their non-disadvantaged peers.

We adopt the tiered approach to Pupil Premium spending outlined by the Education Endowment Foundation (EEF) balanced plan that incorporates the essential ingredients of an effective strategy:

- **High-quality teaching** to raise standards for all pupils.
- **Targeted academic support** to address specific learning needs.
- **Wider strategies** to support attendance, social and emotional well-being, behavioural needs, and parental engagement.

This strategy aligns with our broader school priorities, including promoting attendance, addressing pupils' social, emotional, and behavioural needs, providing access to extra-curricular activities, extending learning opportunities, and fostering strong communication and support for parents.

Our approach is grounded in robust diagnostic assessments to identify needs accurately, rather than relying on assumptions about the impact of disadvantage. We aim to combine targeted academic interventions with complementary strategies to ensure every pupil excels. To achieve this, we will:

- Act early to address needs as soon as they are identified.
- Ensure that disadvantaged pupils are consistently challenged in their learning.
- Foster a whole-school approach, where all staff share responsibility for disadvantaged pupils' outcomes and maintain high expectations for their achievements.

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### Challenges

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

Challenge number	Detail of challenge
1	<b><u>Development of self-regulation</u></b> <i>Our assessments, observations show that the development of self-regulation impacts children's ability to manage emotions, focus attention, and persist with tasks. Targeted support and structured opportunities are essential to help them develop these crucial skills for learning and social interaction.</i>
2	<b><u>Oral language and communication</u></b> <i>Our assessments, observations show that poor oral language and communication skills effects children's ability to express needs, engage in conversations, and develop vocabulary. Focused interventions and rich language experiences are key to supporting their progress.</i>
5	<b><u>Cultural Capital</u></b> <i>Our assessments, observations and discussions with children and families have identified social and emotional issues for many pupils, notably due to lack of enrichment such as firsthand experiences and economic/cultural opportunity.</i>
6	<b><u>Attendance</u></b> <i>Our attendance data indicates that poorer attendance for the disadvantaged pupil group has a direct impact on their academic outcomes.</i>

### 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>1. Improved oral language skills and vocabulary among disadvantaged pupils.</b>	Increased efficacy of oral language use. Children can express needs and wants to others, increased vocabulary and children are able to express own ideas to the group.
<b>2. Development of self-regulation</b>	Ability to attend to others within group learning situations. Ability to wait for own turn within small group situations. Children begin to recognise and manage emotions.

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<b>3. Increased Cultural Capital</b>	Children develop vocabulary through experiencing a Rich and Varied Environment – Children engage with a range of experiences beyond their immediate home life, including stories, music, art, and nature.
<b>4. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged children.</b>	Sustained high attendance from 2024-2025 as reflected in the overall absence rate for all pupils being no more than 4%

### 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.

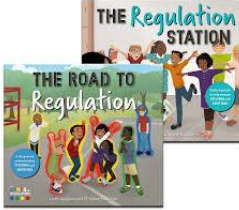
### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training in early language support training ‘Talk Boost Early Talk Boost and Time to Talk Intervention and cover costs	Acknowledged national strategy for promoting oral language and communication	2,3,4
Training regarding the enhancing the curriculum even further to offer cultural capital opportunities, e.g. visits.	Cultural capital is the essential knowledge that children need to prepare them for their future success Ofsted. <a href="#">School inspection Handbook</a>  What does 'cultural capital' mean for early years?	
Improve the quality of social and emotional (SEL) learning.  SEL approaches will be embedded into routine educa-	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	4

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tional practices and supported by professional development and training for staff.	<a href="https://www.educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	
Training around The Zones of regulation in the EYFS, linking to our ‘Relationship and Behaviour Policy.’	<a href="#">Self-regulation strategies   EEF</a> 	4

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

Budgeted cost:£1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release staff to deliver Talk Boost to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="https://www.educationendowmentfoundation.org.uk/Oral-language-interventions-EEF">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2,

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

Budgeted cost:£500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase the cultural capital of pupils through subsidised educational and residential visits	Wider benefits such as more positive attitudes to learning and increased well-being have also been reported. <a href="#">EEF Arts participation</a>	1,2,3,4,5
Embedding principles of good practice set out in the DfE's advice and <a href="#">Working Together to Improve School attendance</a>  This will include training and release time for attendance champion to implement and monitor procedures to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

**Total budgeted cost: £3,000**

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

## Early Years Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

End of preschool attainment data.

### Disadvantaged Gaps 2023-2024

<b>ATTAINMENT LINKED TO BIRTHBAND</b>		<b>ALL</b>	<b>EYPPG</b>	<b>GAP</b>
Communication & Language	Listening, Attention & Understanding	71%	61%	10%
	Speaking	64%	61%	3%
Physical Development	Gross Motor Skills	90%	83%	7%
	Fine Motor Skills	71%	61%	10%
Personal Social & Emotional Development	Self-Regulation	78%	61%	17%
	Managing Self	80%	61%	19%
	Building Relationships	80%	61%	19%
<b>PRIME TOTAL</b>		<b>76%</b>	<b>64%</b>	<b>12%</b>
Literacy	Comprehension	71%	67%	4%
	Reading	71%	67%	4%
	Writing	71%	67%	4%
Mathematics	Number	73%	67%	6%
	Numerical Patterns	80%	67%	13%
Understand the World	Past & Present	80%	67%	13%
	People, Culture & Communities	80%	67%	13%
	The Natural World	80%	67%	13%
Expressive Art & Design	Creating with Materials	76%	67%	13%
	Being Imaginative & Expressive	76%	67%	13%
<b>SPECIFIC TOTAL</b>		<b>76%</b>	<b>67%</b>	<b>9%</b>

Our end of nursery assessment, data for disadvantaged children shows that the disadvantaged gap in speaking and literacy and number is significantly lower compared to other areas. **Challenges identifies for 2024-2025 include Personal, Social and Emotional Development.**

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### Externally provided programmes.

Programme	Provider
Floppy Phonics	<a href="#">Oxford Reading Tree</a>
Ten Town	<a href="https://tentown.co.uk/">https://tentown.co.uk/</a>
Dough Disco	<a href="https://www.spreadthehappiness.co.uk/dough-disco/">https://www.spreadthehappiness.co.uk/dough-disco/</a>
Scribble Club	<a href="https://www.canigoandplaynow.com/store/p90/scribble-club.html">https://www.canigoandplaynow.com/store/p90/scribble-club.html</a>
Talk Boost	<a href="#">Talking Communication</a>





## Further information

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- training that we have selected and collaboration with parents through the Educational Psychology Service and Strengthening Families.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.