



Early Years Pupil premium strategy statement



This statement details our school's use of pupil premium (for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged children.

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	Fairfield Nursery School
Number of pupils in school	Autumn Term 21 - 62 children Spring Term 22 – 71 children Summer Term - 80 Children
Proportion (%) of pupil premium eligible pupils	Autumn – 12 children, 19% of the cohort Spring – 21 children, 30% of the cohort Summer – 25 children, 31% of the cohort
Academic year/years that our current pupil premium strategy plan covers	2021 to 2023
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Sacha Walker-Byrne
Pupil premium lead	Sacha Walker-Byrne
Governor	Diane Fielding

Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year – NOTE Maintained Nursery Schools are allocated funding each term	£6352 – academic year 2021 to 2022
Recovery premium funding allocation this academic year – MNS not provided with recovery funding	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Our school ethos and intent for our children is built around our Image of the Child. We aspire for all of our children to be:

Communicators

Our children are able to express themselves effectively in their own unique way, showing awareness of others

Reflective

Children have an awareness of themselves. They are thoughtful and considerate. They are motivated to try again, find out more and review their work and test ideas

Explorer

Children are curious, fascinated and inspired by the world around them. They take risks and can be independent in their experiences

Creative

Children embrace learning in a creative and imaginative way. They try different methods to solve problems using remarkable and interesting approaches

Resilient

Children are confident. They are secure emotionally and in their environment. They are able to learn by trial and error and bounce back when they are confronted with difficult situations

We know that high quality teaching and learning and providing outstanding and enriching experiences will make the greatest difference to our children. We have a highly motivated and qualified team that reflect and research their practice. Our School Curriculum formulated around our Image of the Child ensures that every child's unique needs, fascinations and lines of enquiry are met. It is important that our School's curriculum is consistently reflected upon to meet the needs of all our children, this is done through our highly qualified and dedicated team.

We know that many of our children do not always have the opportunities to engage in wider experiences. We aim to provide these through our curriculum and working with our families. Many of our children start nursery below expected developmental levels. They have low levels of language and communication skills and a narrow vocabulary. We aim to provide a rich and wide experience in nursery and beyond through high quality enhancements and for some children, targeted support and intervention strategies.

Challenges

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

Challenge number	Detail of challenge
1	<p>COVID:</p> <ul style="list-style-type: none">• Two year old children did not access Nursery provision, resulting in children entering with very low levels of development in the Prime Areas• Children have not spent time away from parents and are struggling with school transitions and separation from parents• Children have not had their nursery entitlement and not accessed provision the term immediately after their third birthday• Many children have had limited access to English during the pandemic• Parents have struggled with the demands of remote learning for older siblings and the continuous cycle of school and bubble closures in primary schools
2	<ul style="list-style-type: none">• Threshold for universal credit payments has shifted resulting in fewer families being eligible for FEY2, therefore reducing the number of terms being able to access as three year olds• Children and families live in the highest deprivation categories for unemployment, poor health and poor living conditions
3	<ul style="list-style-type: none">• Many children eligible for Early Years Pupil premium are SEND
4	<ul style="list-style-type: none">• Very poor language and communication skills
5	<ul style="list-style-type: none">• Attendance is poor
6	<ul style="list-style-type: none">• Limited life experiences and access to wider adventures
7	<ul style="list-style-type: none">• Children have low resilience, very low independent and self help skills, including still being in nappies, still drinking from bottles and not being able to feed themselves.

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
Children's language and communication skills are such that they are able to fully access the whole curriculum.	<ul style="list-style-type: none"> • Being a Communicator is a strong focus across nursery – all children are tuned into and have their voices heard • Children understand the different forms of communication and use it appropriately • Children's vocabulary is widen and they use their knowledge of language in the correct context • Children are able to make their needs known
Children are resilient and confident. They are secure emotionally and in their environment. They are able to learn by trial and error and bounce back when they are confronted with difficult situations.	<ul style="list-style-type: none"> • Children are able to face challenges and manage their own emotions • Children are confident to face what comes to them • Children have the ability to manage their own reactions to challenging situations • Children show high levels of well being and involvement
Children's cultural capital is further increased through their fascinations and enquiries that are documented through project work via a wide range of activities and experiences.	<ul style="list-style-type: none"> • Children have documented projects that compliment the Arts Award • Children access a wide range of experiences including links with the local park, theatre company, family visits and experiences • Children articulate their experiences and speak with authority on topics of interest
Children's achievement is improved through attendance being more than the current average of 80%	<ul style="list-style-type: none"> • Identified children who's attendance is poor, positively improves • Whole school attendance figures is greater than an average of 80% • Parents state they have a better understanding of the importance of regular and consistent attendance

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above. Please note the EYPP funding contributes to each activity. Generally the school receives approximately £3000 per academic year. Although last year the fund significantly increased.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants and Teachers access specific professional development to support children with SEND	<ul style="list-style-type: none"> Well qualified and informed staff are equipped to support children and impact on better outcomes EEF study on meeting SEND needs in mainstream schools 	1, 3, 7

Targeted academic support

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
All children have WELLCOMM assessments to establish understanding of language	<ul style="list-style-type: none"> WELLCOMM is a known language and understanding assessment programme to support next steps in children's language development Following the next steps impacts on children's understanding of language supporting them to progress onto their chronological age 	1, 4
Targeted Speech and language sessions	<ul style="list-style-type: none"> Specific targets following learning plans shows children improve and make progress in their understanding and language development 	

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

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children to access wider creative experiences through the Arts Award</p> <p>Children and families have the opportunity to engage in family events and activities, including visits to the park, theatre and beyond</p>	<ul style="list-style-type: none"> • Children working with the Arts Award shows that they increase their cultural capital • Schools evidence and parental feedback shows the impact of accessing the Arts Award • Children's project documentation details their depth of understanding and knowledge of different aspects of the Arts and culture • Wider family engagement and working parents impacts on family well being and supports parents to be strong and confident advocats for their children • Working with families enhances the school and it's communities cultural capital 	<p>6, 7</p>
<p>Regular monitoring of children's attendance</p> <p>The schools policy on attendance is followed, parents are contacted, visited and supported to access nursery regularly</p> <p>Key workers make regular contact with families to check in when children are not attending</p>	<ul style="list-style-type: none"> • Support for parents in understanding the importance of consistent attendance impacts directly on the children attending • Consistent attendance impacts on the progress and achievement of the children and they are 'school ready' for primary school 	<p>5, 7</p>

Total budgeted cost: £4500

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 2020 to 2021 academic year.

Children and families are supported throughout the COVID 19 pandemic:

- Regular Facebook updates and activity ideas for children and families were in place and were engaged with
- Regular contact via either telephone, email from key workers to families, checking in and following up on concerns, providing ideas for further activities – families shared how they valued the regular contact, they engaged in the contact and shared their concerns and special moments, no children were missed
- All children had home visits, key workers provided bag of activities linked to key group learning and core books, project work continued for example the exploration of portraits
- Core Book Stories shared on the schools You Tube Channel was a hit
- Families stated that they had been well supported

Children are confident to express themselves effectively in their speaking:

- WELLCOMM assessments were completed and identified children who's understanding was significantly below their chronological age
- Children working 2 stages below were targeted, WELLCOMM reports shared with parents to continue working on at home – progress was made
- Children's vocabulary widen through the project work in the Atelier
- Children accessed library books and core books, developing their speaking skills through understanding fiction and non fiction

Children fulfil Fairfield's Image of the Child

- Assessments against the school's Image of the child showed the progress that all children made across the year, each at their own unique level

