



Early Years Pupil premium strategy statement

Fairfield Nursery School



This statement details our school's use of pupil premium (for the 2023 to 2024 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 2023 – 59 children Spring Term 2024 – 79 children Summer Term 2024 - 89 Children
Proportion (%) of pupil premium eligible pupils	Autumn – 18 children, 11% of the cohort Spring – 24 children, 30% of the cohort Summer – 44 children, 49% of the cohort
Academic year/years that our current pupil premium strategy plan covers	Nov 2023 to Nov 2026
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Sacha Walker-Byrne
Pupil premium lead	Sacha Walker-Byrne
Governor	Diane Fielding

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year – NOTE Maintained Nursery Schools are allocated funding each term Note: Two Year olds have now become eligible for the Early Years Pupil Premium	£11256.00
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 - In School Barriers
1	On entry children have low resilience and very low independent and self help skills.
2	Many children come from homes that are unable to support a positive reading culture and do not have easy access to quality books and reading environments.
3	Many children eligible for Early Years Pupil premium are SEND.
4	Children have very poor language and communication skills.
5	Many children have limited life experiences and access to wider adventures that allow and support children's talking and extend their thinking.
Detail of Challenge – External Barriers	
6	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.
7	Children and families live in the highest deprivation categories for unemployment, poor health and poor living conditions.
8	Attendance is very poor, some cultural barriers influence this as many families wish to keep the children at home.
9	Two year old children are not accessing Nursery provision, resulting in children entering with very low levels of development in the Prime Areas.
10	Children have not spent time away from parents and are struggling with school transitions and separation from parents.
11	Many children have had limited access to English.
12	Many children are 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 wide 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 have excellent self help skills. 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"> • Most children leave school not in nappies or using a bottle to drink from • 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 • Children access a wide range of experiences including links with the local park, 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 whose 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 (2024 – 2025)

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 7000

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, 4
Teaching Assistants and Teachers access specific professional development to support children to develop their communication and language skills, including training and implementation of Concept Cat		
Additional experiences, including linking with another nursery school, local environment trips and beyond including the seaside, visits from the farm and people who help us		
Increase in Teaching and Teaching Assistant staffing to increase support for all children across the setting, particularly targeting individual children		

Targeted academic support

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All children to follow The Concept Cat Speech and Language Programme	<ul style="list-style-type: none"> • Concept Cat is a new language and understanding programme to teach children's language development in a structured approach • Concept Cat is part of a EEF research project being implemented in EY settings across the country. 	1, 4
Targeted Speech and language sessions Children placed in the triangle of language acquisition, monitored each term to impact on progress	<ul style="list-style-type: none"> • Specific targets following learning plans shows children improve and make progress in their understanding and language development 	
The environment is language rich	<ul style="list-style-type: none"> • Children immersed in language rich environments make progress in their communication • Children leave school as strong articulate and effective communicators 	
Daily Phonics session, using Red Rose phonics	<ul style="list-style-type: none"> • Daily teaching of early sounds impacts on children's awareness of language and developing their speaking and listening skills 	

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

Budgeted cost: £ 2,256

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children to access wider creative experiences</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 advocates for their children • Working with families enhances the school and its communities cultural capital 	<p>6, 7</p>
<p>Regular monitoring of children's attendance</p> <p>Individual attendance data is shared each term with parents</p> <p>Whole school attendance data is displayed each week on the parents notice board</p> <p>The schools policy on attendance is followed, parents are contacted, visited and supported to access nursery regularly</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>

Key workers make regular contact with families to check in when children are not attending		
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Total budgeted cost: £11,256

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 2023 to 2024 academic year.

Teaching Assistants and Teachers access specific professional development to support children with SEND:

- All staff working directly with SEND children accessed further training and development to enable all children to be in nursery

All children have WELLCOMM assessments to establish understanding of language:

- 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
- All children made progress along the WELLCOMM levels

Targeted Speech and language sessions:

- All children with SALT programmes were supported to follow them in nursery
- Targeted sessions were delivered and impacted on the children's language development
- Language acquisition was planned using small steps and the triangle of acquisition was used as a monitoring tool and framework

Children to access wider creative experiences through the Arts Award:

- The children were not able to access the Arts Award, although they continued to access wide creative opportunities throughout the year. School Inspectors recognised the rich creative environment of the school that reflected in the outcomes for all children.

Children and families have the opportunity to engage in family events and activities, including visits to the park, theatre and beyond:

- Parents and their children accessed our visits to the beach, the local park and funtrails. Children who were school leavers took part in the Schools Linking Project. Children visited Ribblesdale Nursery School, the theatre and the Castle as part of this project. They discovered that other children have their own nursery and what a theatre and castle is. Families engaged in the wider experiences impacting on their own cultural

capital. They felt confident to take their children on their own. Parents shared images and stories about their own independent adventures. Parents relationships with staff deepened and supported their own well being. Parents shared how they felt confident to be advocates for their children.

Regular monitoring of children's attendance:

- Daily attendance monitoring is embedded. Children not attending are contacted and asked to get in touch with nursery. There is monthly monitoring where children attending below 80% are monitored.

The schools policy on attendance is followed, parents are contacted, visited and supported to access nursery regularly:

- Families have been visited at home to explore with parents as to the reasons of poor attendance. Support was put in place to work with families to enable them to increase their child's attendance.
- Attendance figures for each week and term were placed on the parents notice board, staff heard many parents discussing the attendance data
- Each term, attendance letters and data were shared with parents. There was an increase in positive attendance figures when this information was shared.
- Collaboration with wider professionals including health positively affected the children's attendance.

Key workers make regular contact with families to check in when children are not attending:

- Key workers made regular contact with parents, reasons were always discussed and plans to find ways to better support children coming to school
- When key workers visited the home, they always made contact with the children to make sure there were no safeguarding concerns
- Books and packs were taken to the family homes