



HAREWOOD NURSERY SCHOOL

Harewood Nursery School

Early Years Pupil Premium Spending 2020 - 2021

In the 2020 – 2021 financial year Harewood Nursery School expects to received **£7956** in Early Years Pupil Premium (EYPP)*

* (based on historic data of 8 new children per term).

September	January	April
13 children	16 children	21 children
11 new	3 new	5 new
£2,184	£2496	£3276

September: We had 13 children, **46%** of pupils in nursery who were eligible for the EYPP grant.

January: We had 16 children, **47%** of pupils in nursery who were eligible for the EYPP grant.

April: We had 44 children, **48%** of pupils in nursery who are eligible for the EYPP grant.

This is higher than national average for schools with EYFS provision.

This is a reflection of our cohort of children and the difficulties faces by many of our families at this time.

Aims for early years pupil premium spend 2020-2021

Our key objectives are to raise attainment for those children in receipt of early years pupil premium funding and diminish any differences in outcomes between themselves and their peers.

Our principles for pupil premium funding

At Harewood Nursery School we are committed to ensuring that all of our children, within all pupil groups, (boys, girls, those with special educational needs, those with English as an additional language, those from differing ethnic backgrounds), regardless of their background or disadvantage, achieve their potential.



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We recognise that not all children who may be eligible for EYPP are disadvantaged and equally recognise those who are not eligible for EYPP may too have significant barriers to learning.

As a school we:

- Ensure that all staff are aware of those children who are in receipt of EYPP.
- Ensure senior leaders monitor and track their progress carefully.
- Ensure leaders and practitioners work together to set high expectations.
- Are aspirational and recognise that for some of our children in receipt of the EYPP meeting age related expectations is not aspiring enough.
- Recognise that early intervention in the Foundation Stage is key to ensuring any gaps are starting closing as soon as possible.
- Have systems in place to identify children eligible for EYPP.
- Have systems in place to identify children's on entry skills and development profile.
- Strive to ensure that all children, regardless of their individual backgrounds, make progress and fulfil their potential.
- Ensure that all children have equal access to all areas of learning within the early years environment.
- Employ an ethos where we recognise the 'whole' child, valuing the importance of emotional and social support and care as an integral part of our role.

Monitoring EYPP children

Tracking of attainment and progress for each pupil is thorough, so that we can quickly identify any potential areas for improvement and develop sensible strategies and interventions to promote improvement. We carefully track each pupil using the Early Excellence Assessment Tracker (EExAT) in order to analyse their performance and achievements against nationally recognised ages and stages of development as well as against National Standards.

- A wide range of data is used – baseline data, ongoing attainment data, evidence within learning journals in EEXAT, pupil observations, lesson observations.
- Children in receipt of the EYPP are a key focus during pupil progress meetings.
- Interventions are adapted and changed if they do not meet the needs of the pupils.



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Main barriers to educational achievement and progress

As a staff we carefully identify the needs of our EYPP children and the potential barriers to their academic success and progress, as well as their personal, emotional, social and physical development. At present within school the barriers to learning are predominantly related to:

- Disadvantaged children entering school with a low baseline in speaking and demonstrate poor communication skills.
- Disadvantaged children typically enter school demonstrating poor fine and gross motor skills.
- Disadvantaged children typically display low self-efficacy attributes.
- A percentage of the disadvantaged children have identified additional SEN needs.
- A percentage of the disadvantaged children have poor punctuality and attendance to the nursery sessions.
- A percentage of the disadvantaged children have limited support in the home environment, especially with PSED skills.

This list is not exhaustive, neither do all parts of it apply to all of our EYPP children.

How we intend to address these barriers to learning based upon research evidence.

As a school we believe in early intervention in order to begin to diminish any potential differences between disadvantaged children and their peers as soon as possible. For those in receipt of EYPP, it is essential that we begin to address their speech and language needs, as well as poor physical development in order to establish a good basis in the prime areas of learning, from which future literacy and numeracy skills will develop.

This is supported by research from **Save the Children, ('Ready to Read' 2015)**, which explains, that reducing the gaps can only be achieved if we commit to boosting the early language skills of our poorest children. It states that firm foundations in early language skills are critical to breaking the cycle of educational inequality – and to improving the wider life chances of the poorest children.

This research has more recently been supported by **The Communications Trust – Talking about a Generation Report 2017**. The findings of this report are stark and support the evidence from long term studies that have found that early speech, language and



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communication difficulties predict a wide range of negative outcomes in the future. These include the fact that children who struggle with language at five are six times less likely to reach the expected standard in English at age 11 than children who have had good language skills at five, and ten times less likely to achieve the expected level in maths. Alongside this it was evidenced that children with poor vocabulary at age five are more than twice as likely to be unemployed at age 34, as children with good vocabulary (but similar non-verbal ability). They are also one and a half times more likely to have mental health difficulties, even after taking account of a range of other factors that might have played a part. The report went on to conclude that children who experience persistent disadvantage are significantly less likely to develop the language needed for learning than those who never experience disadvantage.

The Early Years Toolkit, (EEF), offers further evidence to support these language and literacy intervention approaches, including those that explicitly support communication, through talking, verbal expression, modelling language and reasoning, as well as reading aloud to children and discussing books and explicitly extending children's spoken vocabulary. These approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds

Based upon this significant research, our aim at Harewood Nursery School is to work with children and families to support early language and literacy development. The reports referenced above conclude that it is entirely possible to break the link between language difficulties and disadvantage, with the right support at home, in early education and in school and that there is good evidence that language interventions directly improve school attainment.

In addition to supporting early language development, as a school we believe in the importance of developing physical skills. In light of the Childhood Obesity Plan, (DEF 2016), we recognise the importance of ensuring that our youngest children are not only physically active but have the opportunity to develop the necessary physical skills, control and co-ordination needed for their future health and lives.

It is with this evidence and research in mind that the EYPP allocated to school this year will largely be used to develop early literacy skills which include speech, language and vocabulary development, as well as early reading, so that day to day teaching, as well as focussed interventions, continue to be highly effective.

Alongside this we will continue to provide the opportunities for engagement in physical activity to promote children's physical development and healthier outcomes.



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We inform and support all of our parents to play an active role in their children's early education throughout their time here. We encourage them to participate in:

- Wakefield Local Authority's "50 Things to do before you are 5" initiative <https://wakefield.50thingstodo.org/app/os#!/whats-it-all-about>
- To actively contribute to their child's records via EExAT.
- To use our school library
- To attend book sharing sessions led by members of the library service ***
- To accompany children on school visits to Pontefract Library***
- To attend our stay and play sessions***

****this isn't possible in Autumn 2020 due to the ongoing Covid -19 pandemic but we hope to resume these sessions as soon as possible)****

Costs

The costs of the individual and group interventions put in place are never fully met by the EYPP grant funding.