

Early Years Pupil Premium Strategy Statement

This statement details our school's use of early years' pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our early years' 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	Shenley Fields Daycare and Nursery School
Number of pupils in school	141 (Oct 2023 Census)
Proportion (%) of pupil premium eligible pupils	21% (Oct 2023 Census)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023, 2023-2024 and 2024-2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	David Aldworth
Pupil premium lead	Louise Shepherd
Governor / Trustee lead	Prof Chris Pascal

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,923
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£13,573
Amount spent to date this academic year	£3027
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year.	£20,469

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Shenley Fields is that all children, irrespective of their background and the challenges they face, thrive, enjoy high levels of well-being and make good progress from their individual starting points in all areas of the Early Years Foundation Stage. The focus of our early years' pupil premium strategy is to support disadvantaged pupils to achieve these goals. We aim to close gaps in children's understanding, knowledge and skills so that they are on track in all seven areas of learning when they leave us to go to Primary School. We also aim to provide further challenge to those children working above age related expectation.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, a family support worker and children who have special educational needs and disabilities. The priorities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching underpins our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children at Shenley Fields. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to individual needs. Our delivery of the curriculum is shaped by children's interests. Our pedagogy is responsive to children's individual needs, interests and prior experiences.

We get to know the children attending Shenley Fields exceptionally well. This is achieved through daily dialogue with parents and strong parent partnership, sustained shared thinking with children, observation and assessment. This gives us a robust understanding of each child's well-being levels, interests, knowledge and skills. It also enables us to identify and understand barriers to each child's learning. We use this information to plan and implement initiatives within a nurturing and language rich environment in which children thrive and access a full early years curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Baseline assessment, Wellcomm assessments, observations and feedback from parents highlight that on entry to nursery, a higher percentage of disadvantaged children are working below age related expectation in their communication and language skills and development compared to their peers.
2	Many of our children do not have access to a garden at home. This impacts on their opportunities to develop their gross motor skills and understanding of the natural world.
3	Many of our disadvantaged children do not have access to books at home. This is in line with statistics published by the National Literacy Trust, which cite that 1 in 5 children do not have access to books at home. This impacts on the development of children's early reading skills which longer term can affect their life chances.
4	Parental mental health issues affect some of our disadvantaged children. Studies confirm the link between maternal and paternal depression and an increased risk of later behavioural and emotional difficulties in children (Public Health England March 2021)
5	The cost of living crisis, especially food costs, continues to significantly impact our disadvantaged children and their families.
6	Our assessments and observations suggest that more disadvantaged children are working below age related expectation in their maths skills and development compared to their peers.

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
Improved communication and language skills.	Children to have closed the gap in their Wellcomm score by at least one band by the end of their nursery year. Children learn and use new vocabulary linked to their nursery experiences, core books and rhymes.
Improved gross motor skills and a robust knowledge and understanding of some	Weekly sessions delivered by sports coaches from Fit4Sport enhance and develop children's gross motor skills.

<p>key features of the natural world.</p>	<p>Access to outdoor continuous provision has a positive impact on children’s gross motor skills. Children are on track in physical development when they leave Shenley Fields. Children can understand and talk with confidence about growth and decay, life cycles and seasonality.</p>
<p>Improved early reading skills</p>	<p>Assessment and observation indicate significantly improved early reading skills. Children are on track in reading when they leave Shenley Fields.</p>
<p>High levels of self-esteem, confidence and engagement as well-being is nurtured.</p>	<p>Children engage in all areas of continuous provision with enthusiasm. Children develop good relationships with adults which encourages and motivates them to engage in all areas of continuous provision with enthusiasm and curiosity. Children develop good social skills and respond appropriately to routines and boundaries. Children develop strong friendships with other children. Children are on track in PSED when they leave Shenley Fields</p>
<p>Children have access to a variety of nutritious foods at nursery. They develop a good understanding of healthy eating and healthy eating attitudes and habits.</p>	<p>Children engage well with and enjoy meal and snack times. Children develop a good understanding of healthy food choices and eating habits that will stay with them for life.</p>
<p>Improved early maths skills.</p>	<p>Assessment and observation indicate significantly improved knowledge, understanding and application of early maths skills. Children are on track in mathematics when they leave Shenley Fields</p>

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £740

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School training for an additional member of staff. This will further enhance and develop this area of our continuous provision to maximise children's participation and opportunities.	<p>Government research into the benefits of Forest School for children have highlighted the following key findings:</p> <ul style="list-style-type: none"> • Confidence: children had the freedom, time and space to learn and demonstrate independence. • Social Skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play. • Communication: language development was prompted by the children's sensory experiences. • Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time. • Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills. • Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment. 	1, 2, 4

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

Budgeted cost: £10,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using Wellcomm with all children to assess and develop	One of the key aims of the EYFS reform (September 2021) is to strengthen the language and vocabulary development of children, particularly those from	1

<p>language and communication skills.</p> <p>This will be achieved through:</p> <p>Adult led small group sessions.</p> <p>Our Wellcomm lead for Shenley Fields to train staff to deliver the key elements of Wellcomm through all areas of continuous provision</p> <p>Parent workshops to demonstrate strategies and resources used to support the development of speech, language and communication skills.</p>	<p>disadvantaged backgrounds, in a bid to close the attainment gap</p> <p>“Having a large vocabulary helps children learn more. Words allow them to make sense of the world around them.</p> <p>Communication and language is an EYFS prime area which means that it’s one of the important building blocks for all the other areas. If it’s not developed early it’s difficult to achieve later.</p> <p>Children’s language skills are connected to their overall development and can predict their educational success. As speaking and listening develops, children build foundations for literacy, for making sense of visual and verbal signs and ultimately for reading and writing.</p> <p>Children from more disadvantaged backgrounds may have fewer chances to develop their vocabulary. However, research shows that lots can be done in the early years to avoid inequalities in children’s language development.</p> <p>Provide a language rich environment full of stories, rhymes, songs and play with words that are of interest to children. Children can make good progress with early language development with the right support.” (GOV.UK)</p> <p>Why Wellcomm?</p> <p>“The Wellcomm toolkits were developed by Speech and Language Therapists at Sandwell and West Birmingham Hospitals NHS Trust with the aim of providing easy to use support for everyone involved with children.</p> <p>Requiring no specialist expertise, they quickly identify areas of concern in language, communication and interaction development in order to ensure early targeted intervention.</p> <p>Once a profile has been drawn up for each child, The Big Book of Ideas provides focused teaching and intervention strategies to meet individual needs.” (GL Assessment)</p>	
---	---	--

<p>Delivering Concept Cat to include a workshop for parents/families</p>	<p><u>Evidence Based Programmes- Stronger Practice Hub – Early Years Covid Recovery Programme (Education Endowment Foundation)</u></p> <p>Teaching vocabulary in the early years</p> <p>Concept Cat – A universal approach with a clever cat using stories to help children in the early years learn <u>concepts</u></p> <p><i>Why these words?</i> They are important words: These concept words form the foundation that later learning depends on, so they are more than ‘just another word. These words aren’t just important for language development but relate to subject vocabulary such as for maths and science. Not all words are equal: Verbal concepts are words that shape how we think about the world. They give children the means to talk about, interact, and expand their understanding. These words enable children to think, develop understanding and talk about topics like time, position and describe how things look and feel. Evidence: Children who are behind in language development at age five are six times less likely to reach the expected standard in English at age 11 and eleven times less likely to achieve the expected level in Maths (DfE 2017).</p>	
<p>Weekly sessions delivered by a sports coach from Fit 4 Sport to develop children’s gross motor skills.</p>	<p>“Fit 4 Sport are a unique Specialist PE and Fitness provider, working with children of all ages and abilities. We use sport and physical activity to inspire children to be aware of the impact and benefits of playing sports and living a healthy lifestyle.”</p> <p>“At Fit 4 Sport, all our services provided follow our 3 core values, the 3 b’s:</p> <p style="text-align: center;">BE SMART, BE STRONG, BE HEALTHY</p>	<p>2</p>
<p>Adult led small group sessions and focused planning and support in all areas of continuous provision to develop children’s early reading skills. We will set up and establish a</p>	<p>“Over the last two decades, there has been a deepening recognition of the fundamental importance of improving reading standards on a child’s future academic achievement, wellbeing and success in life. The reading and writing of Standard English, alongside proficient language development, is the key to unlocking the rest of the academic curriculum. Pupils who struggle to read struggle in all subjects and the wonders of a knowledge-rich curriculum passes them by unread. Fluency of reading is also a key indicator for future success in further education, higher education and</p>	<p>3</p>

<p>home/school library to involve parents in their children's learning.</p> <p>We will offer parent workshops to support and enhance home learning opportunities.</p> <p>We will secure an additional teacher for one day a week to focus on developing early reading skills with the children linked to our curriculum and pedagogy long term plan.</p>	<p>employment.” (Rt Hon Nick Gibb MP, Minister of State for School Standards. The Reading Framework January 2022)</p> <p>Research evidence suggests that certain strategies, particularly those involving targeted small group interaction may have particularly positive effects on children from disadvantaged backgrounds.</p>	
<p>Adult led small group sessions.</p> <p>Focused planning and support in all areas of continuous provision to develop children's early maths skills</p> <p>We will secure an additional teacher for one</p>	<p>'Mathematics plays a key role in a child's development. Very young children are naturally curious, noticing differences in quantity and the shape of objects, and using early mathematical concepts when they play. Mathematical understanding helps children make sense of the world around them, interpret situations, and solve problems in everyday life, whether that's understanding time, sharing amounts with their peers, or counting in play.</p> <p>Developing a sound understanding of mathematics when we are young is essential. Children's early mathematical understanding is strongly associated with their later school achievement. It has, therefore, a major impact on young people's educational progress and life outcomes' (Francis, B 2020)</p>	<p>6</p>

<p>day a week to focus on developing early maths skills with the children linked to our curriculum and pedagogy long term plan.</p>	<p>Research evidence suggests that certain strategies, particularly those involving targeted small group interaction may have particularly positive effects on children from disadvantaged backgrounds.</p>	
---	---	--

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

Budgeted cost: **£5300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Gardening and cooking as areas of continuous provision to develop children's understanding of healthy eating and sustainability.</p> <p>Undertaking the advanced Startwell Award</p>	<p>"Good nutrition is essential during childhood, as it is a time of rapid growth, development and activity. This is also a vital time for healthy tooth development and prevention of decay. General eating habits and patterns are formed in the first few years of life. Poor nutrition during these years is associated with an increased risk of obesity, hypertension, diabetes and coronary heart disease. Childcare providers therefore have a key role to play in introducing children to a wide variety of foods and establishing a pattern of regular meals and healthy snacks." (Public Health Agency)</p> <p>Opportunities to plant, grow, harvest and cook fruit and vegetables at nursery support children's knowledge and understanding of healthy eating and sustainability,</p> <p>"Gardens are special spaces. They can improve our wellbeing in many ways, helping us feel calm or giving a sense of purpose." (Thrive)</p>	<p>2, 5,4</p>
<p>Providing fruit and vegetable snacks every morning and afternoon.</p>	<p>Startwell is an obesity prevention programme targeting early years in certain Birmingham wards. The programme is based around 7 key messages to help Early Years settings, parents and health professionals create a healthier environment for our children and families.</p> <p>The Startwell programme's 7 key aims:</p>	<p>2,5</p>

<p>Family trips throughout the year to Woodgate Valley Country Park to experience a Forest School Session. All children who attend will receive a copy of The Look What I Found in the Woods book.</p>	<ol style="list-style-type: none"> 1. To demonstrate good behaviour and be a good role model for children; 2. For children to snack just twice a day as part of a healthy eating lifestyle; 3. For children to accomplish 3 hours of physical activity every day; 4. To give children food portion sizes that are right for them; 5. For children to try to avoid sitting still for prolonged periods of time; 6. For children to eat 5 portions of fruit and vegetables every day; 7. To encourage improvement in children’s movement and motor skills <p>Evidence as detailed for Forest School and early reading.</p> <p>The impact on mental health of being outdoors:</p> <p>“Spending time in green space or bringing nature into your everyday life can benefit both your mental and physical wellbeing. For example, doing things like growing food or flowers, exercising outdoors or being around animals can have lots of positive effects. It can:</p> <ul style="list-style-type: none"> • improve your mood • reduce feelings of stress or anger • help you take time out and feel more relaxed • improve your physical health • improve your confidence and self-esteem • help you be more active • help you meet and get to know new people • connect you to your local community • reduce loneliness • help you feel more connected to nature 	<p>2,3,4,5</p>
--	---	----------------

<p>22% of the children eligible for EYPP are children with SEND. We will plan, design and install a sensory garden in order for them to have access to an outdoor spaces that meets their sensory needs and has a positive impact on their development.</p>	<ul style="list-style-type: none"> • provide peer support.” (MIND) <p>These trips are free for families. In a cost of living crisis, these trips highlight the possibilities for families to enjoy lovely days out together at no cost.</p> <p>“As the cost-of-living crisis gets worse and more frightening by the day, more children are at risk of being pulled into poverty, or into deeper poverty. More than 1 in 4 of all children in the UK now live in poverty, with millions facing the risk of going hungry. Living in poverty can mean a child is living in a cold home, going hungry, or without everyday essentials.</p> <p>Children in the most vulnerable and precarious circumstances will be among those most exposed to the cost-of-living crisis. Families with nothing left to cut back on are no longer having to choose between heating or eating – instead they’re unable to afford either.</p> <p>Growing up in poverty can harm children’s life chances, limiting their opportunities, holding them back in education, or leading to worse physical and mental health outcomes” (Barnado’s)</p> <p>“A sensory garden is a green space which has been designed to appeal to as many of the senses as possible.... Children with special educational needs, including autism, benefit from being able to explore multiple senses in an environment that feels safe and soothing.” (NHS Forest)</p>	<p>2</p>
---	--	----------

<p>Introducing attendance certificates for all children whose attendance is 90% or over each half term (excluding appointments for children with medical needs and SEND)</p>	<p>“Being around teachers and friends in a school or college environment is the best way for pupils to learn and reach their potential. Time in school also keeps children safe and provides access to extra-curricular opportunities and pastoral care.” (DfE)</p> <p>“Being in school is important to your child’s achievement, wellbeing, and wider development. Evidence shows that the students with the highest attendance throughout their time in school gain the best GCSE and A Level results.” (DfE)</p>	<p>1,2,3,4,5,6</p>
--	---	--------------------

Total budgeted cost: £

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Autumn 22	Spring 23	Summer 23	
35 children	35 children	34 children	
Area of learning	Autumn Assessment: Children who were on track in their development	Spring Assessment: Children who were on track in their development	Summer Assessment: Children who were on track in their development
Communication and language	45%	54%	68%
Physical Development	45%	55%	72%
Literacy	41%	49%	67%
Mathematics	44%	56%	65%

Over half of the children eligible for EYPP were not working at age related expectation on entry to nursery. We planned activities and interventions that ensured every child made progress from their individual starting points with us. This approach included focussed, adult led small groups, opportunities in all areas of continuous provision and support from external professionals such as speech and language therapists. This resulted in, on average, 68% of children eligible for EYPP being on track in their learning by the end of their nursery year. Our data evidenced that we had narrowed the gap between children eligible for EYPP and those who are not in all areas of learning.

Externally provided programmes

Programme	Provider
Wellcomm	GL Assessment
Forest School	Forest School Birmingham
Startwell	Startwell: Part of the Birmingham NHS Community Healthcare
Concept Cat	Department for Education's Early Years Recovery Programme
Sessions with a sports coach to develop gross motor skills.	Fit 4 Sport