

# Wyndham Park Nursery School

## Early Years Pupil Premium statement 2022-23

While schools must publish certain information online relating to the pupil premium grant, they do not need to publish information regarding EYPP spending.

However, we have provided this summary of how we have spent EYPP during the academic year 2022-23. 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 pupil premium strategy, how we spent the funding in the academic year and the effect that year's spending of pupil premium had within our school

### School overview

Detail	Data		
Number of pupils in school	Autumn 22	Spring 23	Summer 23
	77	103	129
Number of children eligible for EYPP	10	15	26
Proportion (%) of pupil premium eligible pupils	13%	14.5%	20%
	£1,302	£1,535	£3,727

### Funding overview

Detail	Amount
Early Year Pupil Premium funding allocation this academic year (£0.62/child/hour)	£6,564
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£6,564</b>

# Early Years Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all areas of learning. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

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

High-quality teaching is at the heart of 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 pupils in our school. Implicit in the intended outcomes is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its ambition for our most disadvantaged pupils to have the most time with our most highly qualified staff, for pupils whose education has been worst affected, including non-disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
2	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of COVID-19 pandemic, and to a greater extent than for other pupils, particularly in the Prime Areas of Learning. These findings are supported by national studies.

## 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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including professional discussions with staff and observations.
Focus on the Prime Areas of Learning	Assessments and observations indicate significantly improved Prime Areas of Learning among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including professional discussions with staff and observations.

## Activity in this academic year

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

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

Budgeted cost: £6,564

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part payment of apprentice wages to enhance our ratios to allow our most qualified staff to work with our most disadvantaged children	<p>The EPPE studies tells us that observations on the quality of each setting, using standardised rating scales, showed a significant link between higher quality and better intellectual and social/behavioural outcomes at entry to school. For example, children in high quality centres showed more independence and reduced anti-social/worried behaviour by the time they enter primary school. The quality of the interactions between children and staff were particularly important; where staff showed warmth and were responsive to the individual needs of children, children made more progress.</p> <p>Quality makes a difference to children's development. There was a significant relationship between the quality of a pre-school centre and improved child outcomes. There was also a positive relationship between the qualifications of staff and ratings of quality. Children made more progress in pre-school centres where staff had higher qualifications, particularly if the manager was highly qualified. Having trained teachers working with children in pre-school settings (for a substantial proportion of time, and most importantly as the curriculum leader) had the greatest impact on quality, and was linked specifically with better outcomes in pre-reading</p>	1,2

	and social development at age 5	
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**Total budgeted cost: £ 6,564**