



Early Years Pupil premium strategy statement

This statement details our use of Early Years Pupil Premium funding for the 2024 to 2025 academic year to help improve the attainment of our disadvantaged children. Financial information is approximated and will be reviewed termly as eligible children join the school. Each year the EY Pupil Premium challenges, funding and how this is used is revised based on census data available in October.

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. If you have any questions about how we use our Pupil Premium funding do come and speak with the headteacher.

School overview

Detail	Data
School name	The Ace Centre Nursery School
Number of pupils in school	35
Proportion (%) of Early Years pupil premium eligible pupils	(7) 20%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published/revised	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Sarah O'Leary
EY Pupil premium lead	Lynn Jenkins
Governor	Catherine Hayward

Funding overview

Detail	Amount
Early Years Pupil premium funding allocation this academic year	Autumn 2024 £996.00 Spring 2025 - £1,240.00 Summer 2025 - £1,240.00
Recovery premium funding allocation this academic year	N/A MNS
Early Years Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	Unknown



Part A: Early Years Pupil Premium strategy plan

Statement of intent

Our aim at The Ace Centre Nursery School is to provide all children with the opportunity to achieve their full potential. We are committed to removing barriers which can be caused by personal circumstances or learning gaps.

Common barriers to learning for disadvantaged children may include:

- Social and emotional needs, including attachment difficulties, emotional regulation difficulties and conflict resolution difficulties
- Poor oral language and/or communication skills
- Limited or narrow life experiences
- Complex family situations that prevent children from flourishing.

The challenges are varied and there is no 'one size fits all' approach for support.

Our objectives are:

- to eliminate the attainment gap between disadvantaged and non-disadvantaged children at The Ace Centre Nursery School
- for all disadvantaged children to experience a rich curriculum
- to overcome emotional and self-regulation barriers
- to build solid relationships with all children and families who are part of The Ace Centre Nursery School

We aim to do this through:

- close monitoring of qualitative and quantitative information to ensure accurate and timely identification of children in need of support
- ensuring that teaching and learning opportunities meet the needs of all the children and that where children have specific needs that these are addressed through high quality, evidence-based support led by appropriately trained staff
- having a clear induction process that involves conversations with parents to share information that is helpful to us in supporting progression

Key principles of our strategy plan

- We ensure that teaching and learning opportunities meet the needs of each child
- We ensure that appropriate provision is made for children who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed.



- We allocate an experienced Key Person to support the child and family and have more frequent conversations with parents.
- We recognise that pupils eligible for Pupil Premium have a wide range of needs, including stretch and challenge for the most able, and we use the funding to improve outcomes for the full range of eligible pupils.
- We also recognise that not all pupils who are vulnerable are registered or qualify for Pupil Premium funding. We reserve the right to allocate Pupil Premium funding to support any pupil, or group of pupils, who the school has identified as being at risk of underachievement.
- We track the progress of EY pupil premium children rigorously to ensure there is a positive impact on learning outcomes

Challenges

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

Challenge number	Detail of challenge
1	Communication and language skills less well developed, impacting on early literacy development
2	Parental ability to support children's language and social emotional at home (understanding and finances)
3	Early numeracy skills less well developed
4	Children starting nursery with weaker self-regulation skills than their peers
5	Limited life experiences (cultural capital)

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 – Children will:	These will be measured by
Use a wider and richer range of vocabulary and language structures	<ul style="list-style-type: none"> • Evidence in learning journeys on Tapestry • Parental feedback • Formative and summative assessment information • Curriculum planning
Be able to express their ideas eg through role play, storytelling and conversation	
Show increasing confidence in managing their emotions, developing a positive sense of self, recognising their own abilities and persevering when things are difficult	
Show mathematical skills expected for their age:	



<ul style="list-style-type: none"> recognise numbers to 3 without counting them recite numbers past 5 count objects in sequence (to 5) know that the last number they say when counting tells them how many they have in total link numerals and amounts 	<ul style="list-style-type: none"> Governor monitoring
Benefit from cohesive relationships between their key person and their parents/carers	
Make good progress across all areas of learning because they experience a broad and rich curriculum	

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Screen children's language using Wellcomm	EPPSE - On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.	1
Practitioner training, including the DfE Child Development Programme, to ensure high quality interactions within children's play, to explicitly support communication through talking, verbal expression, modelling language and reasoning	EPPSE - On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. On average, studies of play that include a quantitative component suggest that play-based learning approaches improve learning outcomes by approximately five additional months.	1
Practitioner training re: mathematical development	EPPSE - it is important for early years professionals to understand young children's mathematical development (such as the typical stages in learning to count) and to understand how to assess this development.	3
In-house staff meetings to focus on provision and understanding of a broad, rich curriculum	Research shows that when children and families' cultures are valued, both the child's experience of learning and progress can benefit (Husain et al., 2018, p. 4 and Gazzard, E. 2018 in Chalmers, H. and Crisfield, E. 2019)	4 5
Non-contact time for Key Person to meet with parents to build understanding and confidence re supporting C&L at home	EPPSE - Studies indicate that involving parents in developing early literacy strategies can be beneficial	2



<p>Non-contact time for SENCo/Key person for targeted planning and monitoring in relation to children with SEND who are eligible for EYPP</p>	<p>SEN Code of Practice - The role of the SENCO involves:</p> <ul style="list-style-type: none"> ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN advising and supporting colleagues ensuring parents are closely involved throughout and that their insights inform action taken by the setting, and liaising with professionals or agencies beyond the setting 	<p>1 2 3 4</p>
<p>Practitioner training re supporting self-regulation – Emotion Coaching approach</p>	<p>EPPSE - The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving. Strategies that seek to improve learning by increasing self-regulation have an average impact of five additional months' progress.</p>	<p>4</p>
<p>Establish a 'Children we care for' (CWCF) lead and secure training</p>	<p>NSPCC - Children in care have below average outcomes across a range of measures. Looked after children, or children who were previously looked after, are more likely than children who have never been in care to be the subject of case reviews.</p> <p>For many looked after children their pre-care experiences continue to affect them long after they become looked after (Rahilly and Hendry, 2014).</p>	<p>1 2 3 4 5</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group language and maths activities</p>	<p>EPPSE - certain strategies, particularly those involving targeted small group interaction, may have particularly positive effects on children from disadvantaged backgrounds</p>	<p>1 3</p>
<p>Develop play sacks and home library books to take home</p>	<p>EPPSE - On average, parental engagement programmes evaluated to date have led to a positive impact of approximately four additional months' progress over the course of a year.</p>	<p>1 2</p>



<p>Audit resources for children in receipt of EYPP who also have SEND and establish how these are used effectively</p>	<p>EPPSE - certain strategies, particularly those involving targeted small group interaction, may have particularly positive effects on children from disadvantaged backgrounds</p>	<p>1 2 3 4 5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use Leuven scales to assess children’s levels of well-being and engagement</p>	<p>EPPSE - The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving. Strategies that seek to improve learning by increasing self-regulation have an average impact of five additional months’ progress.</p>	<p>4</p>
<p>Support with costs of lunchtime provision, before and after-school club</p>	<p>Malnutrition in the first five years of life have been consistently associated with lower cognitive ability around the world (Grantham-McGregor et al. 2007; Scrimshaw 1998). Children with low attendance in the early years are more likely to come from the poorest backgrounds. These children are likely to start school already behind their peers, particularly in their acquisition of language and their social development. They have little chance of catching up their peers if their attendance is bad. (Taylor in Improving attendance at school (DfE) 2012)</p>	<p>2 4</p>
<p>Key curriculum experiences (Cultural Capital) eg:</p> <ul style="list-style-type: none"> • Forest School • Woodwork • Cookery • Gardening • Materials and artefacts that represent the different cultures and languages <p>Funded ‘Big Experiences’ – Cultural Capital and challenge)</p> <ul style="list-style-type: none"> • Trips • Theatre 	<p>What a setting does, through its EYFS curriculum and interactions with practitioners, potentially makes all the difference for children. It is the role of the setting to help children experience the awe and wonder of the world in which they live, through the 7 areas of learning. (para 187 Ofsted Early Years Inspection Handbook, Sept 2021)</p>	<p>1 5</p>

Total budgeted cost: Tbc



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 2022 to 2023 academic year.

Three Children were offered a different pattern of attendance, this increased attendance and parental engagement, two of these children were then booked in for additional sessions to attend Nursery School.

Four children's lunch costs were incorporated into their offer, this increased attendance.

One child had extra support / input for speech and language, the child improved in her articulation of identified sounds.

As part of our 'Big Experience Programme' we have strong links within our community. All our EYPP children were offered sessions at 'Little Wild Things' (external forest school sessions) and theatre tickets to see an age-appropriate show. This resulted in families attending family sessions / shows they would not consider doing as a family at the weekend / holidays. The library visited us and we also visited the library with children and parents in small groups, this allowed parents to feel confident to sign up and use the local library to borrow books and attend workshops they were running.

We were fortunate to have 'Brave Kind Minds' an external mindful and movement weekly session run in the summer term which our EYPP attended to support social, emotional mental health. Here is feedback from one EYPP parent "My child has been having difficulty regulating his emotions, doing these groups at nursery has helped tremendously, I can remind him to think about his breathing he will hold out his hand trace his fingers and calm his breathing, he absolutely loves telling people, I am brave and I am strong and I have a marvellous mind! The sessions have been brilliant and we will be using the techniques at home for years to come".

The 'Living Egg' programme was a fabulous experience where the children learnt about the life cycle of a chick. The children actively helped to look after and care for the chicks. They were also able to hold the chicks under supervision and discuss / name their features, identify and explain changes as time went on.

We provided a visit from 'Zoo Lab' where the children got to see a giant African land snail, a giant African millipede, a Chilian rose tarantula, a leopard gecko and a corn snake. The children learnt some interesting facts about each animal and were able to touch and hold them if they wanted to (apart from the tarantula). This was a great experience where children listened, asked questions and learnt new vocabulary linked to these animals.



Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Speech and Language therapy	Health Care Team
Inclusion and SEND support	OXSIT (Oxfordshire School Inclusion Team)
WELLCOMM communication and language intervention programme	OCC Early Years Team



Further information

What were the key barriers last year?

- poor attendance
- involvement with social care
- complex lives outside nursery
- children only attending for 15 hours of nursery.

Governors have agreed that whilst the Pupil Premium Grant must prioritise the achievement and wellbeing of disadvantaged pupils, the benefits of resources and services should - wherever possible- extend to include other pupils, many of whom are also vulnerable. We use funding to provide extra staff support and resources to ensure there is accelerated learning to work towards there being little or no difference between the achievement of eligible children and those that are not.

The provision and impact through EYPP is monitored through all levels of leadership and management:

- Governor meetings
- Senior Leadership Team meetings
- Progress monitoring briefings
- Performance Management Meetings
- Continual Professional Learning and Development