



**Sheringham Nursery School and Children's Centre Early Years
Pupil Premium 2023-2024**

Approval body	Governing Body
Approval date	20.02.2024
Implementation date	20.02.2024
Review date	Annual

Version	Date Reviewed	Changes since last version
1	20.02.2024	Updated the title and formatting of policy.
2		
3		
4		

Early Years Pupil Premium (EYPP) was introduced for 3 and 4 year old children in nursery schools in April 2015. We receive extra funding of £376 per year (a rise since 2022-23 from £342) for our eligible children. It has been put in place by the Government to support “disadvantaged” children and narrow the gap between children in receipt of EYPP and those that are not, therefore providing more targeted work.

In 2022-23, 10 children at Sheringham were eligible for the Early Years Pupil Premium. This under-states the extent to which families are experiencing poverty. We are aware of many other families who are experiencing significant levels of socio-economic deprivation. Since the Pupil Premium only applies to children over the age of 3, none of the two year olds attending Sheringham benefit from this additional funding. We know that many children eligible for the Early Years pupil premium and other vulnerable children enter nursery provision at the early stages of language development. The majority of children who attend Sheringham Nursery School start with language that is well below age related expectations and this follows the national picture.

We know this picture has been impacted by the COVID-19 pandemic with even greater concerns over young children’s communication and language development.

We have a strong commitment to offering children at Sheringham Nursery School a really rich experience exploring the world around them indoors and especially outdoors. We provide a rich, stimulating and challenging environment conducive to young children’s learning. We acknowledge the learning and community knowledge families bring with them and by sharing knowledge together we can build up children’s social and cultural capital and narrow the gap between children in receipt of EYPP, other vulnerable children and those that are not.

Curriculum

Expressive Arts and Design

Expressive Arts and Design is one of the specific areas in the EYFS.

We are working with Anni McTavish who is an Early Years creative arts consultant and is spending one day a week with us across two terms. The focus for this project is to facilitate a variety of enjoyable art experiences with the key aims to nurture children’s communication and language; personal, social and emotional skills; and to build a confident foundation from which to explore art and design further. In addition, this project will contribute to the ongoing work of the Research School by using the ‘ShREC approach’ as a basis to support high quality interactions, children’s sustained shared thinking and metacognition.

This focus on EAD will complement the curricular goals in the hybrid curriculum. It will provide children with the opportunity to explore a wide range of art and design experiences and build their self-confidence, social and emotional skills and positive relationships. It will help children develop their fine and gross motor skills and overall, support their communication and language.

Cultural Capital

Impacts children's access to education. It is 'essential knowledge that children need to prepare them for their future success' (Ofsted definition).

Our curriculum builds children's experiences and opportunities, with particular focus on disadvantaged children. It also values and builds on the prior knowledge and different forms of cultural capital children bring. This allows us to celebrate the diversity of our community and supports understanding of our collective customs, traditions and cultures.

We consider our local context when designing and reviewing our curriculum.

We also ensure that key people prioritise forming strong relationships with families and children. Key people will then know the knowledge and experiences children are bringing from home and other settings. Knowing children's starting points is key to knowing what knowledge each child needs to gain in order to reach the ambitious goals in our curriculum.

We have a cycle of educational visits that are progressive throughout the year and complement our curriculum. We enrich all children's experiences and cultural capital by going out on educational visits every 6 weeks. We support and encourage families to attend so that they can benefit from new experiences as well as increase their confidence and knowledge of local resources.

Visits start of local and build up to further travel as the year progresses. We travel by public transport and encourage children to walk which supports their physical development. Educational visits range from the local park to visits to the National History Museum or the Tate Modern etc.

Impact and Outcomes

We aim for our provision to support children to develop across the breadth of the curriculum, making substantive progress in their learning and achievements. The evidence demonstrates that children in receipt of Early Years Pupil Premium at Sheringham Nursery School make excellent progress from their starting points. We have an ambitious curriculum for all children and by the end of the nursery year there is no significant difference in attainment.

Monitoring, Assessment and Evidence

- Termly children's progress meetings with families.
- Toolbox assessments.
- Robust monitoring of assessments such as: 2 year old development checks, starting points reports, special books and end of year reports to families.
- Case studies.
- Parent Feedback.
- Regular cycle of room reviews by SLT including - Observations of practice, meetings and learning walks.
- Governor monitoring through learning walks and observations.
- ECERS and ITERS quality rating scales.

What we are doing to support this programme

- Staff training – Regular cycle of professional development weekly for all staff linked to the curriculum.
- Working with an Early Years consultant in creative arts and design.
- Use of video reflection to refine practice.
- Exemplification of practice shared widely for training.
- Senior Leadership Team – Strategic oversight of the project.
- Class teachers and room leaders lead planning and discussion meetings.
- Involving parents in activities, outings and their children’s progress

Links to other work

- East London Research School Projects
- Children’s Centre work with families.

Early Years Pupil Premium Funding at Sheringham Nursery School

Financial Year	EYFS Pupil Premium Amount (£342/£376 per child paid termly)	Number of EYPP children
2022/23	£2920	10
2023/24	£6016	16 (to date)

Current funding is allocated to the following:

Staffing:

Additional cost to pay for Consultant’s time and additional hours to release staff to work alongside. Fully funded educational visits to widen experiences for child and family, e.g. Beach visit.

Resources:

Learning resources for the projects when needed. Costs for taking children on outings. Trips to the local area, beach, parks, museums and staffing on visits. Travel and food costs, supporting families to attend.