

Rationale:

Early Years Pupil Premium (EYPP) was introduced for 3 and 4-year-old children in April 2015. It was put in place by the government to support those children classified as 'disadvantaged' as defined by their economic status. Government statistics starkly demonstrated those children in 'poverty' decided through income, were entering school significantly below age related expectations and the progress of these children was significantly slower than their same aged counterparts who did not have this economic disadvantage.

The government aimed to narrow the attainment gap between children in receipt of EYPP and those who were not by providing separate, ring-fenced funding specifically targeted at these children. For nursery aged children the financial support given by the government is £100 per term.

At Oliver Thomas our pedagogical approach coupled with our expert and experienced practitioners, promotes a rich, exciting and challenging learning environment. Furthermore, our nursery school motivates and extends children's thinking and learning within our urban environment, developing their social skills and cultural capital, along with the prime areas of learning, therefore successfully narrowing the progress and attainment gap between those children classified as 'disadvantaged' and those who are not. Children when entering primary feeders are 'school ready' and have capacity to 'catch up quickly' due to the time they have spent at Oliver Thomas nursery school.

Pedagogy:

Much of the Oliver Thomas teaching approach is based on Early Years expert and teacher Fredrich Froebel.

*'Play is the highest level of child development. It is the spontaneous expression of thought and feeling – an expression which his inner life requires. It promotes enjoyment, satisfaction, serenity and constitutes the source of all that can benefit the child.'* Froebel

We offer a child-led, play-based approach with individualised programs for children, planned by our expert staff team. Children lead their own learning and adults facilitate this through modelling and scaffolding based on the needs of each unique child. Experiences based on Froebel's 'occupations' are offered along with The 20 Magical Things; Transient Art; Core books and time in the garden. The outdoors gives children experience of nature: *'throughout childhood the young child should be allowed to maintain this connection with Nature and its phenomena as a focus of his life, and this is done mainly through the encouragement of his play.'* Froebel

Encompassing Froebel's ideas around the importance of nature, our garden is a place of curiosity, socialisation, investigation and play. It is also a spiritual place of beauty, wonder and harmony where children can be at 'one' with nature and experience it in all of its forms. They experience first-hand the effect of the sun, shade, rain and the wind and investigate the worms, snails and insects nearby. Through gardening, children begin to see a connection between the needs of plants and animals and their own needs for, water, shelter and care.

Curriculum:

Alongside the Early Years Foundation Stage curriculum, Oliver Thomas offers The 20 Things to do Before you are 5. These experiences provide our children with exciting opportunities which they may not otherwise have. These were chosen carefully and thoughtfully by all stakeholders and serve as a motivation for talk and critical thinking and investigation and offer the children the cultural capital and experiences crucial to childhood.

Four members of staff will qualify at the end of this academic year for forest school leadership which will further serve to enhance our provision and outdoor learning experiences for our children.

Main data headline:

72% children who qualify for early years pupil premium are below or significantly below for communication and language.

76% are below or significantly below for personal, social and emotional development

Objective:

To develop a rich communication and language experience for each child whilst also promoting their personal, social and emotional development.

How?:

Children who qualify for early years pupil premium work with skilled practitioners in small nurture groups. We observe, wait, listen; we comment rather than question and adapt language to suit each level. Through this approach, language and vocabulary are expanded and extended according to the child's own unique ability and starting point. We use a variety of transition songs and familiar simple routines to support children to feel emotionally comfortable and safe with what is coming next through song and rhyme. The children are offered Froebelian experiences and the 20 Things to do Before you are 5 at the same time as language stimulation, enabling them to understand and use the concepts. Children experience forest school which presents deep learning opportunities for children led by forest school leaders in the school. Children who are more able have opportunities with skilled practitioners to engage in sustained shared thinking, conversations, critical thinking skills, stretching and challenging their ideas leading to deep learning. This provides all of our children with exciting opportunities which they may not otherwise experience, a motivation for talk and critical thinking and investigation.

Engaging with the local community

Regular opportunities for visits beyond the school to green spaces, parks and woodland areas, the local shops, cafes and farms. These trips help children to make links between important work and their own lives and builds their cultural capital which we know has a positive effect on school outcomes. They provide another motivational experience for talk and discussion, an opportunity for language development.

Impact and outcomes

The aim of these interventions is to enable children to develop across the breadth of the curriculum, accelerating their progress and increasing their attainment especially in the areas in which they have been identified as being below or significantly below age related expectations. Children receiving the Early Years pupil premium at Oliver Thomas make sustained and accelerated progress and the attainment gap between the EYPP and non-EYPP children closes. Children 'catch up quickly' and are ready for primary school.

Monitoring, Assessment and Evidence

- Termly child progress reviews for each individual child in partnership with keystaff and senior leaders as moderators across nursery
- On entry and on exit data, analysing closely, groups and trends across all areas of learning
- Regular cohort monitoring meetings with the EYPP lead and the senior leadership team.
- Special book scrutiny in which progress and attainment is captured and illustrated. Froebelian experiences and forest school along with the 20 Magical things are clearly documented with language outcomes explicitly captured alongside personal, social and emotional progress.
- Parent questionnaires and feedback
- Observations of teaching and learning with a specific focus on communication and language and the use of skills and strategies outlined during speech and language professional development training and its direct impact on children's learning
- Reports for governors on the impact of EYPP spending.

What are we doing to support this programme?

- Staff training, CPD:
  1. Fredrich Froebel and his curriculum for play and nature, deepening our understanding of our pedagogy and Froebelian ideas today. Research projects undertaken by the team across the year.
  2. Curriculum focus: the 20 Things continuing to research children's learning and progress through these, presenting findings to teams across the year
  3. Understanding communication and language development in young children and how as practitioners we can facilitate this. (Training from NHS speech and language Katie Clegg for whole staff; Autism Show INSET; Newham Early Years Conference: Connect & Communicate)
- Networking and sharing ideas with other providers, especially nursery schools where there is expertise in very young children and how they learn best
- Leadership of the provision - SLT lead strategic development, class teachers lead planning and development
- Involving parents in experiences, outings and their children's progress via parent conferences, feedback evaluations
- Development of home learning using our core book packs to be used in partnership with our website across the nursery school. These have been developed by the team and continue to be built upon as our collection grows.

Academic year 2023 – 2024

Term 1: 23 children @ £100 per term = £2300  
Term 2: # children @ £100 per term = £tbc  
Term 3: # children @ £100 per term = £tbc

Planned spend:

Senior Early Years educator becomes EYPP lead and runs small nurture / language groups daily both in the mornings and afternoons to include both morning and afternoon children. The plan will continue across the academic year.