

Early Years Pupil Premium Strategy Statement

2024/2025

At Bushy Leaze Children and Families Centre, we have high expectations for all children; regardless of their socio-economic background, race, religion or education need. We plan to use this funding to raise the attainment, aspirations and outcomes of our disadvantaged children.

As a nursery school we are unsure of the numbers of children eligible for Early Years Pupil Premium (EYPP) each year due to intakes beginning each term as well as EYPP being based on the age of the children. We have based our funding overview on our predicted numbers.

School Overview

Details	Data
School Name	Bushy Leaze Children and Families Centre
Number of pupils	86
Number of children eligible for EYPP	26
Publication date	December 2024
Review date	December 2025
Statement written by	Becky Hussey (Headteacher)
Governor Lead	Anne Davies (Chair of Governors)

Funding Overview

Detail	Autumn Term	Spring Term	Summer Term
EYPP	2168	1953	2325
Total			£6446

Statement of Intent

Our objective is to use this funding to raise the attainment, aspirations and outcomes of our disadvantaged children. The aim will be to help our disadvantaged children achieve in line with their non-disadvantaged peers, putting them in the best position possible to move into their next phase of education.

We know that high quality, inclusive teaching and learning is the best approach to improving outcomes, but also understand that certain children require a targeted or individual approach.

We understand that the ability to communicate is central to success in life, as well as education. Many children who come to Bushy Leaze need extra support with communication and language; as such, we ensure communication and language skills and development underpin all other areas of learning. We also understand that

children's personal social and emotional skills are the building blocks for success in life. We have seen an increase in developmental/social delays in our children. Our EYPP priorities reflect these needs.

Details of Challenges

Challenge	Detail
Speech and Language	Speech and language skills are low on entry for many of our children. Low speech and language skills not only result in slower reading progress in subsequent years but also wider educational delays and disengagement.
Communication	Some of our children struggle with communication. Early intervention is required to ensure communication skills are fostered and developed to prevent a lack of inclusion in education in future settings
SEMH	We continue to see raised anxiety levels and mental health problems within our community. We have evidenced more parents struggling with their own mental health, which can have an adverse impact on our children.
Developmental/Social Delays	We continue to see a lack of early childhood experiences for some of our children before starting nursery. This has resulted in less socialisation and some developmental delays. Some children are less independent and need more support with daily tasks.

Disability Access Fund

Funding Overview

Detail	
DAF Total	£6370

EYPP Spending 2024/2025

Intent	Implementation	Impact and Success Criteria (intended)
To improve the speech and language progress and outcomes for our children	<ul style="list-style-type: none">• Additional SaLT time, assessing children and working with staff to improve the quality of provision we are able to offer• High adult: child ratio to increase talk opportunities for children and to enable focused interventions	<ul style="list-style-type: none">• More targeted interventions and increased child progress• More time for universal high quality interactions between practitioners and children, and focused targeted and individual interactions
To improve the SEMH development of our children and their families	<ul style="list-style-type: none">• Restructuring the layout of the centre and classrooms to better meet the needs of our children• Purchase of resources to encourage sensory play and development• Observations of specific children by a Mustard Seed OT, with feedback given to staff to inform next steps and progress• Coffee mornings / workshops to support families and to provide networks of support for parents	<ul style="list-style-type: none">• Children's needs better met due to availability of appropriate resources• Children's sensory processing needs are met and support learning needs• Opportunities for parents to access peer support that will positively impact on wellbeing
To improve the communication development of our children	<ul style="list-style-type: none">• Resources purchased to support communication work with children	<ul style="list-style-type: none">• Children's needs better met due to availability of appropriate resources

	<ul style="list-style-type: none"> • High adult: child ratio to enable focused interventions. • Parent workshops to support with sharing of strategies and approaches with parents to aid consistency of approaches at the setting and at home 	<ul style="list-style-type: none"> • Better communication for individual children to improve targeted and individual interventions and support • Parent have strategies to use at home, to improve communication outcomes for children
To address ongoing social and developmental delays	<ul style="list-style-type: none"> • High adult: child ratios at lunchtime • Training and time for ELSA specialists to support children and families with increased levels of anxiety • Contributions towards key experiences as part of the Bushy Leaze curriculum 	<ul style="list-style-type: none"> • Children supported in good eating and social habits • Supported children and families who are in a better place to learn • Broadening life experiences for our more vulnerable children

DAF Spending 2024/2025

Intent	Implementation	Impact and Success Criteria (intended)
Enabling members of staff to attend Portage training, intensive interaction training and Autism training helps targeted resources and planning	<ul style="list-style-type: none">• Enhance staff training and provision of specific learning targets whilst providing a structured intervention on a daily basis• Training enables practitioners to have an understanding of and develop strategies to support children with social communication needs or a diagnosis of ASD	<ul style="list-style-type: none">• Needs of children being met more effectively due to increased skills and capacity of staff
Assessment / pre-diagnostic / post-diagnostic coordination and administration including EHCP writing and reviewing	<ul style="list-style-type: none">• Preparing EHCP information to support transitions to school	<ul style="list-style-type: none">• EHCP requests made in advance in order to support children transitioning to a Year R place
Providing an inclusive environment with the resources each child needs to progress their skills tailored to their special educational needs	<ul style="list-style-type: none">• Providing resources to enhance developmentally appropriate play• Developing the outdoor environment	<ul style="list-style-type: none">• Children's needs better met due to availability of appropriate resources

Review of EYPP and DAF Spending 2023/2024

- Additional SaLT time has enabled us to continue high quality provision. We will continue with this to provide staff with support to assess and deliver appropriate programmes for identified children.
- Continued support from Mustard Seed Trust has enabled us to continue to provide appropriate strategies and resources for focused interventions. We will continue with this to provide staff with expert advice and support to ensure the needs of identified children.
- ELSA has continued to provide specialist support for children with increased levels of anxiety. We will continue to access training and supervision for ELSAs to effectively facilitate the intervention.
- Accessing staff training has enabled us to maintain a knowledgeable and skilled team. We will continue to access appropriate training to ensure staff have appropriate and up to date skills.
- Improvements to the learning environment have ensured that children's needs are appropriately met, including sensory processing needs. We will continue to review and monitor resources and make further adaptations as required.