



Early Years pupil premium strategy

On entry data for all children is gathered over the first half term (Autumn 2023). Typically children in receipt of the EYPP have weaker language and communication skills at our nursery school. We also have a number of children who have SEND and are particularly vulnerable.

| Assessment data | BASELINE ASSESSMENT OCTOBER 2023 | | | MID YEAR ASSESSMENT FEBRUARY 2024 | | | END OF YEAR ASSESSMENT JUNE 2024 | | |
|---|--|-------------|------|---|-------------|---------------------|--|-------------|------------------------|
| | Pupils not EYPP | Pupils EYPP | GAP | Pupils not EYPP | Pupils EYPP | GAP | Pupils not EYPP | Pupils EYPP | GAP |
| Data is analysed for those areas required to reach a good level of development at the end of the EYFS | | | | | | | | | |
| NUMBER OF PUPILS ELIGIBLE FOR EYPP | 8 CHILDREN (17% OF 3YO PUPILS) <ul style="list-style-type: none"> 25% have SEND 75% have a language delay 63% require emotional support | | | 14 CHILDREN (27% OF 3YO PUPILS) <ul style="list-style-type: none"> 36% have SEND 50% have a language delay 93% require emotional support | | | <ul style="list-style-type: none"> 17 CHILDREN (36% of 3YO pupils) 41% have SEND 50% have a language delay 76% require emotional support | | |
| PSED | 80% | 75% | -5% | 74% | 64% | -10% Gap widened | 55% | 53% | -2% Gap closing |
| CLL | 78% | 67% | -11% | 79% | 71% | -8% Gap closing | 52% | 59% | +7% Gap closed |
| PD | 70% | 67% | -3% | 71% | 57% | -14% Gap widened | 60% | 47% | -13% Gap widened |
| Literacy * | 54% | 42% | -12% | 67% | 43% | -24% Gap widened | 47% | 35% | -12% Gap maintained |
| Maths * | 58% | 22% | -36% | 60% | 29% | -31% Gap closing | 47% | 35% | -12% Gap closing |

LONG-TERM PLAN (3-YEAR TIMESCALE):

- 1) TO IMPROVE OUTCOMES FOR CHILDREN IN COMMUNICATION AND LANGUAGE FOR CHILDREN THROUGH EVALUATING THE ADULT ROLE AND RE-MODELLING THE DAY TO INCLUDE MORE OPPORTUNITIES IN CHILDREN'S EVERYDAY EXPERIENCES**
- 2) TO IMPROVE OUTCOMES FOR CHILDREN IN MATHS FOR CHILDREN THROUGH INCREASING STAFF KNOWLEDGE AND EXPERTISE AND IMPROVING THE ENVIRONMENT**
- 3) TO IMPROVE INFORMATION SHARED WITH PARENTS THROUGH DEVELOPING NEW OBSERVATIONAL ASSESSMENT SYSTEMS AND MORE REGULAR AND ONGOING SHARING OF INFORMATION**
- 4) TO IMPROVE LITERACY OUTCOMES BY IMPLEMENTING A STRONG PROGRAMME OF CORE BOOKS AND STORY TELLING**
- 5) TO SUPPORT WELL-BEING AND EMOTIONAL DEVELOPMENT BY ENHANCING STAFF TRAINING, AND EVALUATING ENVIRONMENTS AND ROUTINES**

PRIORITY 1 - TO IMPROVE OUTCOMES FOR CHILDREN IN COMMUNICATION AND LANGUAGE FOR CHILDREN THROUGH EVALUATING THE ADULT ROLE AND RE-MODELLING THE DAY TO INCLUDE MORE OPPORTUNITIES IN CHILDREN'S EVERYDAY EXPERIENCES

| Objectives | Actions to be taken | By whom | By when | Resources needed | Progress indicators |
|--|--|------------------------------|--|--|--|
| <p>1. For all staff to understand what a quality interaction is and embed this into their everyday practice, following 'every session counts' guidance developed in nursery</p> | <p>Monitoring informally and over sessions Staff diaries Staff self reflection Build clear focus on this into performance management objectives with whole school targets</p> | <p>KF All staff</p> | <p>Ongoing</p> | <p>Training Time</p> | <p>Performance of practice is more consistent Staff confidence is increased</p> |
| <p>2. Increase training in specialist support for those children requiring language support</p> | <p>Launchpad for Literacy training (SW LV) Launchpad for Literacy workshops (SW LV) Staff meeting CPD Re-designing provision mapping for language support (KF LV) Re-modelling the day and intervention 'in the moment' when motivation is at its highest (KF TA) Referrals into specialist services at the earliest opportunity (HK KF) Sharing enhanced information with targeted parents (LH)</p> | <p>KF SW TA LV HK LH</p> | <p>Ongoing</p> | <p>Launchpad toolkit Training time</p> | <p>Children making progress in their Speech and Language</p> |
| <p>3. Deliver enhanced experiences that also provide vocabulary development for children with limited life experiences</p> | <p>Identify specialist input (music) to support language development Deliver nature sessions Develop bikeability sessions Encourage children to engage in a variety of sensory play experiences Engage children in a programme of out and about sessions beyond the nursery</p> | <p>SR LC JI</p> | <p>Ongoing regular sessions all year</p> | <p>Training Course – bikeability Music sessions (£80 per session) Enhanced staffing (£25 per 2 hour session)</p> | <p>Increased confidence in children Enhanced well-being indicators Deeper levels of engagement and involvement</p> |

PRIORITY 2 - TO IMPROVE OUTCOMES FOR CHILDREN IN MATHS FOR CHILDREN THROUGH INCREASING STAFF KNOWLEDGE AND EXPERTISE AND IMPROVING THE ENVIRONMENT

| Objectives | Actions to be taken | By whom | By when | Resources needed | Progress indicators |
|---|--|---------|-------------------------------|---|--|
| 1. Staff knowledge and skills improved in math | Develop progression in maths document with termly guidance for staff Target specific children in a 'maths club' approach Termly monitoring | TA | Autumn | Printing costs | Math outcomes improved Mathematical language and play evident in observations and monitoring |
| 2. Environment includes materials for mathematical learning and language | Audit of environment and language used Adopting a loose parts / curiosity approach | TA | Re-accreditation by July 2023 | Possible costing for resources Re-accreditation costs (£250) | Children engaging spontaneously in mathematical play and using mathematical language Staff confidence increased |
| 3. Resources available to cover all areas of maths | Audit of resources and gaps addressed | TA | Spring | Resources | More opportunities for children to develop mathematical thought, improve math attainment |
| | | | | | |

PRIORITY 3 - TO IMPROVE INFORMATION SHARED WITH PARENTS THROUGH DEVELOPING NEW OBSERVATIONAL ASSESSMENT SYSTEMS AND MORE REGULAR AND ONGOING SHARING OF INFORMATION

| Objectives | Actions to be taken | By whom | By when | Resources needed | Progress indicators |
|---|---|----------------|----------------------|--|---|
| 1. To re-start parent café and stay and play sessions for parents | Introduce parent champion role in partnership with NYCC (JI) Re-launch parent cafes, including asking parents for information on things they would like including Provide regular stay and play opportunities for parents | KF TA JI | Starting Autumn 2022 | No cost – survey monkey | Parents Accessing high quality sessions Number of parents of EYPP children attending |
| 2. Re-launch library lending scheme and information offered about early reading | Re-model library to make it less formal (SW) Monitor use of library by target group/s (SW) Provide enhanced information to parents on starting school and reading (SW) | DK | Summer term 2023 | Resources to engage parents – refreshments | Number of parents and EYPP parents attending and feedback |
| 3. Introduce OPAL assessment tool, including parent assessments prior to nursery assessments | OPAL training Staff meeting CPD Re-working rotas to include more regular opportunities to engage with parents and have mini meetings | KF key workers | Starting | Training time | Number of parental home assessments completed Engagement of parents in discussions |

PRIORITY 4 - TO IMPROVE LITERACY OUTCOMES BY IMPLEMENTING A STRONG PROGRAMME OF CORE BOOKS AND STORY TELLING

| Objectives | Actions to be taken | By whom | By when | Resources needed | Progress indicators |
|--|--|---|-----------------------------|---|--|
| <p>1.For staff to be confident teaching phase 1 phonics and engaging regularly with children during session times</p> | <p>Happy Talk introduced to children / staff via meetings / materials provided (SW) Regular phonics focus in provision as staff CPD (SW) Monitoring of adult led sessions (KF)</p> | <p>DK All staff in provision</p> | <p>Start Autumn 2023</p> | <p>Development Sessions CPD time Monitoring time</p> | <p>Children making good progress in their phase 1 phonics Clear evidence of phonics within the session Staff confidence in promoting phase 1 in free flow.</p> |
| <p>2.A strong core books programme</p> | <p>Books chosen carefully and given enough time to cover in depth Opportunities for children to apply vocabulary and story structures into their free play Links with parents about the core text and vocabulary learned</p> | <p>DK lead, room leaders</p> | <p>Ongoing</p> | <p>Regular audits of quality of books / replenishment / board books for 2 year olds</p> | <p>Positive attitudes around reading Parental engagement in books</p> |
| <p>3.A well developed story telling program</p> | <p>Tales Toolkit embedded throughout nursery Elements of a helicopter stories approach threaded through Regular documenting of children’s stories in provision</p> | <p>DK lead, room leaders All staff in provision</p> | <p>Starting Autumn Term</p> | <p>Large floor books</p> | <p>Children’s ability to tell stories independently</p> |

PRIORITY 5 - TO SUPPORT WELL-BEING AND EMOTIONAL DEVELOPMENT BY ENHANCING STAFF TRAINING, AND EVALUATING ENVIRONMENTS AND ROUTINES

| Objectives | Actions to be taken | By whom | By when | Resources needed | Progress indicators |
|--|--|---------------------------------|-------------------------|--|---|
| 1.Ensure access to high quality outdoor learning is available at all times | Review routine Ensure staffing rota enables immediate use of outdoors Ensure outdoor clothing appropriate and plentiful | TA DK HK AP | Autumn 2 | Waterproofs | Children accessing outdoors in all weathers |
| 2. Enhance experiences by adopting forest school approaches | Engage in forest school training Develop forest school sessions at nursery, extending to beyond nursery | SR | Spring 1 2023 | Forest school training Enhanced staffing Basic equipment | Confidence, well-being and involvement of children all improve. |
| 3. Implement whole school ‘kindness’ approach to support emotional literacy | Introduce ‘kindness elves’ to nursery Staff training on PSED Whole school strategy for using the approach Create effective links with parents | AP lead, all staff in free flow | Ongoing | Story and elves to start. | Increase in children’s ability to empathise with others and talk about kindness |
| 4. Increase well-being training by leaders | NYCC well-being training Boxhall profile training Nurture schools UK training | KF AP | Spring 2023 | Boxhall profile | Increased knowledge base Specific profiles created for individual children |
| 5. Develop hygge approaches to well-being and involvement | Hygge accreditation – audits and staff CPD | AP lead, all staff in free flow | To complete Summer 2023 | Resource costs Release time | Confidence, well-being and involvement of children all improve Staff well-being will improve |



Early Years pupil premium strategy

Total funding received 2023 – 24 £3900

| Autumn 2023 | Spring 2024 | Summer 2024 |
|-------------|-------------|-------------|
| £800 | £1400 | £1700 |

Total expenditure 2023 – 24 £4035

| Autumn 2023 | Spring 2024 | Summer 2024 |
|--|---|---|
| Music sessions – £85 x 7 = £595 Nature club sessions – £25 x 12 = £300 Out and about sessions – £25 x 6 = £150 Forest School training – £300 (funded) TOTAL - £1045 (-£245) | Music sessions – £85 x 7 = £595 Nature club sessions – £25 x 12 = £300 Out and about sessions – £25 x 12 = £300 Forest School sessions - £25 x 12 = £300 TOTAL - £1495 (-£340) | Music sessions – £85 x 7 = £595 Nature club sessions – £25 x 12 = £300 Out and about sessions – £25 x 12 = £300 Forest School sessions - £25 x 12 = £300 TOTAL - £1495 (-£135) |

Shortfalls in staffing (£135) are supplemented from the main school budget and / or fundraising through grants