



Early Years pupil premium strategy

On entry data for all children (Autumn 2022). 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. In 2022 the gap is particularly wide between the EYPP group and the rest of the cohort. We have seen an increase in children requiring social, emotional and language support post-pandemic.

Assessment data Data is analysed for those areas required to reach a good level of development at the end of the EYFS	BASELINE ASSESSMENT OCTOBER 2022			MID YEAR ASSESSMENT FEBRUARY 2023			END OF YEAR ASSESSMENT JUNE 2023		
	Pupils not EYPP	Pupils EYPP	GAP	Pupils not EYPP	Pupils EYPP	GAP	Pupils not EYPP	Pupils EYPP	GAP
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 			21 CHILDREN (40% OF 3YO PUPILS) <ul style="list-style-type: none"> 24% have SEND 43% have a language delay 52% require emotional support 			25 CHILDREN (40% OF 3YO PUPILS) <ul style="list-style-type: none"> 40% have SEND 47% have a language delay 53% require emotional support 		
PSED	71%	38%	-33%	82% (11% increase)	68% (30% increase)	-14% (Gap closing)	80% (-2%)	73% (+5%)	-7% (Gap closing)
CLL	63%	25%	-38%	76% (13% increase)	68% (43% increase)	-8% (Gap closing)	67% (-9%)	63% (-5%)	-4% (Gap closing)
PD	75%	50%	-25%	87% (12% increase)	56% (6% increase)	-31% (Gap widening)	81% (-6%)	67% (+11%)	-14% (Gap closing)
Literacy *	79%	25%	-54%	83% (4% increase)	71% (46% increase)	-12% (Gap closing)	76% (-7%)	69% (-2%)	-7% (Gap closing)
Maths *	70%	50%	-20%	69% (1% decrease)	58% (8% increase)	-12% (Gap closing)	65% (-4%)	62% (+4%)	-3% (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
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	Monitoring informally and over sessions Staff diaries Staff self reflection Build clear focus on this into performance management objectives with whole school targets	KF All staff	Ongoing	Training Time	Performance of practice is more consistent Staff confidence is increased
2. Increase training in specialist support for those children requiring language support	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)	KF SW TA LV HK LH	Ongoing	Launchpad toolkit Training time	Children making progress in their Speech and Language
3. Deliver enhanced experiences that also provide vocabulary development for children with limited life experiences	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	SR LC JI	Ongoing regular sessions all year	Training Course – bikeability Music sessions (£80 per session) Enhanced staffing (£25 per 2 hour session)	Increased confidence in children Enhanced well-being indicators Deeper levels of engagement and involvement

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)	SW	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
1.For staff to be confident teaching phase 1 phonics and engaging regularly with children during session times	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)	SW All staff in provision	Start Autumn 2023	Development Sessions CPD time Monitoring time	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.
2.A strong core books programme	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	SW lead, story group leaders	Ongoing	Regular audits of quality of books / replenishment / board books for 2 year olds	Positive attitudes around reading Parental engagement in books
3.A well developed story telling program	Tales Toolkit embedded throughout nursery Elements of a helicopter stories approach threaded through Regular documenting of children's stories in provision	SW lead, story group leaders All staff in provision	Starting Autumn Term	Large floor books	Children's ability to tell stories independently

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 SW 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



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Total funding received 2022 – 23 £5000

Autumn 2022	Spring 2023	Summer 2023
£800	£1700	£2500

Total expenditure 2022 – 23 £5835

Autumn 2022	Spring 2023	Summer 2023
Music sessions – £85 x 7 = £595 Nature club sessions – £25 x 12 = £300 Out and about sessions – £25 x 6 = £150 Sensory play sessions – £25 x 12 = £300 Bikeability training – £295 (funded) Bikeability staffing - £12.5 x 24 = £300 Forest School training – £300 (funded) TOTAL - £1645	Music sessions – £85 x 7 = £595 Nature club sessions – £25 x 12 = £300 Out and about sessions – £25 x 12 = £300 Sensory play sessions – £25 x 12 = £300 Bikeability staffing - £12.5 x 24 = £300 Forest School sessions - £25 x 12 = £300 TOTAL - £2095	Music sessions – £85 x 7 = £595 Nature club sessions – £25 x 12 = £300 Out and about sessions – £25 x 12 = £300 Sensory play sessions – £25 x 12 = £300 Bikeability staffing - £12.5 x 24 = £300 Forest School sessions - £25 x 12 = £300 TOTAL - £2095 (-£835)

Shortfalls in staffing (£835) are supplemented from the main school budget and / or fundraising through grants