

Horden Nursery School Early Years Pupil premium strategy statement 2023-2024

This statement details our nursery's use of early years pupil premium funding to help improve the education we provide for disadvantaged children.

It outlines our early years pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of early years pupil premium had within our nursery.

School overview

Detail	Data
School name	Horden nursery School
Number of children in nursery	113 2-3's- 36 3-4's- 77
Proportion (%) of children eligible for early years pupil premium	36 eligible children 47%
Academic year/years that our current early years pupil premium strategy plan covers	2023-2024
Date this statement was published	November 2023 Most recent update- June 2024
Date on which it will be reviewed	March 2024, June 2024, September 2024
Statement authorised by	Chair of Finance and Premises Committee- Jane Long
Early years pupil premium lead	Headteacher- Natalie Parkinson
Governor / Trustee lead	Jane Long, Christine Bates

Funding overview

Detail	Amount
Early years pupil premium funding allocation this academic year OR termly	Autumn 2023- 22 children £2948 Spring 2024- 33 children £3676 Summer 2024- 36 children £4774 Total- £11,398

Early Years pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 11,398

Part A: Early Years pupil premium strategy plan

Statement of intent

Our ultimate objective for all children, including those who are disadvantaged, is that they are supported to achieve their full potential, while developing the skills to become lifelong learners. We want children to feel safe and secure, and to have a sense of well-being, in an environment where they can express themselves and feel valued.

Our EYPP strategy supports our children through ensuring they have high quality teaching and learning experiences. We recognise the importance of good communication and language skills and how these can impact on a child's ability to engage with those around them. We want children to be able to create relationships, communicate their needs and wishes and to access the curriculum.

Our EYPP strategy recognises the important role of the staff team, including their effective deployment, in supporting children's language and communication, wellbeing and self-regulation. It reflects the importance of giving children individual time and attention, through increasing the number of adults present.

In addition to the above, we recognise how important it is that children are given the opportunity to be physically active, developing their gross motor skills. Many children have limited access to outdoor spaces, having small yards or no outdoor space at all. Developing good gross motor skills impacts on many other areas of learning and improves both physical and mental wellbeing.

Challenges

This details the key challenges that we have identified among our disadvantaged children.

Challenge number	Detail of challenge
1	Communication and language development that is delayed.
2	Children's emotional regulation that is delayed for their age.
3	Access to experiences and activities that promote physical development, particularly those that involve gross motor skills, balance and co-ordination.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
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Children will confidently communicate with familiar adults and peers.	<p>High quality interactions will be observed (peer-peer, child-adult, child-carer)</p> <p>Children will effectively express their needs and wishes to those around them.</p> <p>Children will use a wide range of vocabulary within play situations.</p> <p>Children will receive appropriate targeted support from adults within the environment and through small groups.</p>
Children will be successfully supported in the area of self-regulation.	<p>Children will recognise and name some of the common emotions.</p> <p>Children will be observed to resolve simple conflict with peers whilst playing.</p> <p>Children will demonstrate improved self-esteem and wellbeing. Children will begin to recognise and use strategies which support co-regulation/self-regulation.</p> <p>Children will demonstrate reduced levels of anxiety, more easily managing change and requests.</p> <p>Strategies and information to support families will be shared and discussed.</p>
Children will demonstrate increased gross motor skills within the area of balance and co-ordination	<p>Children will demonstrate improved balance and co-ordination using balancing equipment with confidence in the outdoor area</p> <p>Children will confidently ride a balance bike</p> <p>Children will be able to move and steer the bike with control</p>

Activity in this academic year

This details how we intend to spend our early years pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4358

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staff employed to provide lower adult-child ratio. £4358	Additional staffing provides a lower child to adult ratio. This will ensure that all children receive greater attention, further extending the opportunity for high quality teaching and learning experiences. A higher proportion of adults within the environment supports opportunities for language development, through high quality interactions. It provides increased opportunities for role modelling and individual support. Increased staffing will ensure that children are effectively supported within their play, whilst promoting well-being,	1,2

	resilience and regulation. Children require time and space, alongside an adult who can support co-regulation.	
Staff CPD to support language and communication- SHrec approach (staff meeting time)	<p>Supporting children to become better communicators is one of the most powerful things we do as early years educators. Oral language skills are fundamental to children's learning, thinking and emotional wellbeing. Children who can communicate well can make friends, play, resolve conflicts and tell us how they are feeling.</p> <p>High quality staff CPD around effective ways to support children's communication and language is fundamental.</p> <p>The ShREC approach – Four evidence informed strategies to... EEF (educationendowmentfoundation.org.uk)</p>	

Targeted support (for example small group support, one-to-one support, structured specific learning experiences)

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staff employed to provide small group support around language and communication. £2000	<p>Additional staffing provides the opportunity for small targeted group work with children. Identified children will receive intervention through the BLAST programme, supporting vocabulary development, listening and attention, turn taking and receptive and expressive language development.</p> <p>Communication and language approaches EEF (educationendowmentfoundation.org.uk)</p>	1, 2

Wider strategies (for example, related to encouraging good attendance in preparation for statutory schooling, behaviour, wellbeing)

Budgeted cost: £3040

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide Balance Bike sessions for children	Research within nursery has highlighted that children have limited access to outdoor spaces and in particular bikes.	3

<p>through Bike Ability and Pro-Ride</p> <p>Provide balance bikes and helmets for children to use at nursery</p> <p>£2500</p>	<p>Being physically active, and having good co-ordination and balance, is imperative for future learning and skill development.</p> <p>Learning to cycle is an important milestone in a child's life, so it is important to allow them to explore cycling as soon as possible.</p> <p>In children, cycling has health benefits, like better cardiorespiratory fitness, less body fat, and less incidence of metabolic syndrome. There are also social benefits, such as the development of relational and emotional skills, promoting fun play moments where children can interact with other people, and make new friendships</p> <p>National Library of Medicine</p> <p>Learning to Cycle: From Training Wheels to Balance Bike - PMC (nih.gov)</p>	
<p>Extended day sessions for individual children to support wellbeing and preparation for statutory schooling</p> <p>£540</p>	<p>By providing extended day sessions for particular children across Summer Term 2, we will give them the opportunity to experience longer days and lunch time sessions. We believe that this will support transitions to Primary Schools, whilst promoting wellbeing and independence.</p>	<p>1, 2</p>

Total budgeted cost: £11398

Part B: Review of outcomes in the previous academic year

Early years pupil premium strategy outcomes

This details the impact that our early years pupil premium activity had on children in the 2022 to 2023 academic year.

Intended outcome	Detail of Impact
Children will confidently communicate with familiar adults and peers.	<ul style="list-style-type: none"> ○ Higher ratios of adults to children enabled time to be spent with children, engaging in quality interactions. Evidence of these quality interactions were witnessed through SLT and Governor observation. ○ Those children who required support from external agencies (SALT) were identified and referred quickly. Strategies and support were put in place with the identified children making good or outstanding progress in the area of Communication. ○ Those children who took part in language intervention groups made good progress (observation-based assessment OP&L) ○ By July 2023 all EYPP children were able to communicate freely with adults within the setting (observation-based assessment OP&L) ○ By July 2023 all EYPP children transferring to primary school had made peer group friendships and were able to play and communicate with peers independently. (observation-based assessment OP&L)
Children will access, and take part in, home learning opportunities which support literacy.	<ul style="list-style-type: none"> ○ All children regularly accessed home learning Literacy packs, including story and poem sacks, Parent feedback and engagement was positive, with evidence shared on Class Dojo and Learning Journals. ○ Good use of Lending Library by families to borrow and share stories (Evidence in parent feedback and sign out book) ○ All children accessed high quality Literacy activities and groups within nursery- great majority of children at expected levels in Literacy when leaving for Primary School- all children made good progress (observation-based assessment OP&L) ○ All children and families experienced chicks and ducks hatching in nursery. Daily interactions and updates via social media demonstrated high levels of engagement from families, including positive feedback and comments. Vocabulary and language development related to this experience was observed and recorded.
Children will develop an understanding of their local area and community.	<ul style="list-style-type: none"> ○ All children had the opportunity to experience visiting different areas within the local community through higher adult: child ratios. Visits included the train station, local shops and parks, the farm, the Cenotaph,

	<ul style="list-style-type: none"> ○ beach and Dene areas, the local care home (see Facebook page for evidence) ○ Children used vocabulary and language about their local environment both at nursery and at home. ○ Theatre groups visited nursery to perform for the children, broadening their understanding of the arts and performance. ○ Local visitors came to nursery to talk to children about their role in the community- police, fire fighters, Bernie's hedgehog rescue etc (see Facebook page for evidence)
Children will have appropriate outdoor clothing and footwear	<ul style="list-style-type: none"> ○ Outdoor clothing sets, including jackets, trousers and wellingtons were purchased. ○ Children were able to access the outdoors in all weathers, building resilience and confidence ○ Children borrowed outdoor clothing to wear at home, supporting them accessing the outdoors with their family.

Part C: Governance – monitoring the effectiveness of the Early Years Pupil Premium Strategy

Governors should be involved in evaluating the Early Years Pupil Premium Strategy. Leaders could use the table below to briefly summarise any discussions about the effectiveness of the strategy to address the intended outcomes.

Activity	Autumn 2023 Evaluation	Date
<p><i>Teaching Priorities</i></p> <p><i>Targeted Academic Support</i></p> <p><i>Wider Strategies</i></p>	<ul style="list-style-type: none"> • Additional staff provided time and enhanced opportunities for high quality interactions and high-quality play and learning experiences, both on an individual and small group basis in the environment • Targeted group activities, such as BLAST, were provided to identified children in small groups, alongside individual support to extend vocabulary, language, social and communication skills • Additional staff enabled greater support to children during transitions to nursery. This impacted on their ability to make relationships with Key People and peers, and supported them in settling into the setting. • Staff training took place on the ShREC approach, which supported staff knowledge and understanding around effective ways to support communication and language • Staff CPD took place on developing gross motor skills and balance and co-ordination, along with research on balance bikes and the benefit of riding. 	Dec 23

Activity	Spring 2024 Evaluation	Date
<p><i>Teaching Priorities</i> <i>Targeted Academic Support</i> <i>Wider Strategies</i></p>	<ul style="list-style-type: none"> • Additional staff provided time and enhanced opportunities for high quality interactions and high-quality play and learning experiences, both on an individual and small group basis in the environment • Targeted group activities, such as BLAST, were provided to identified children in small groups, alongside individual support to extend vocabulary, language, social and communication skills • Additional staffing provided greater opportunities to support children with their emotional regulation, including supporting co-regulation and introducing work around emotions. Small group work using stories that support naming and recognising emotions took place. • Balance bike sessions took place for identified EYPP children with Bike Ability. Improvements in riding ability, confidence and co-ordination were observed with those children involved. Further sessions arranged for all children across the Summer term. 	<p>March 24</p>

Activity	Summer 2024 Evaluation	Date
<p><i>Teaching Priorities</i> <i>Targeted Academic Support</i> <i>Wider Strategies</i></p>		