**HINDLEY NURSERY SCHOOL**

**Early Years Pupil Premium Strategy Statement 2022-23**

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| 1. **Summary information** | | | |
| Academic year | 2022-2023 | Total EYPP budget | Estimated  £6498 |
| Total number of children | 120 | Number of children eligible for EYPP | 19 |

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| 1. **Current attainment (exit data from 21/22)** | | |
|  | Children eligible for EYPP | Full cohort |
| % ON TRACK in PSED | 55% | 54% |
| % ON TRACK in CLD | 64% | 68% |
| % ON TRACK in Physical | 59% | 70% |
| % ON TRACK in literacy | 32% | 38% |
| % OB TRACK in mathematics | 32% | 42% |

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| 1. **Barriers to future attainment** | |
| **In school barriers** | |
|  | Individual barriers to learning identified on entry and interventions and support are put into place to enable children to access learning |
|  | Low starting points in prime areas, literacy and mathematics across the cohort |
| **External barriers** | |
|  | A number of children eligible for EYPP have identified additional needs or are being monitored through SEND processes |
|  | Children have experienced lack of social situation and language development during the COVID pandemic |
| **Desired outcomes** | |
|  | Improve outcomes for the prime areas as these are the future building blocks for success in education and life long learning |
|  | Improve self-regulation, well-being and involvement to support future attainment and progress |
|  | Develop children’s characteristics of effective learning |
|  | Support the catch up of skills following the pandemic |

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| 1. **Challenging the more able** | | |
| **Providing depth and extension** | | |
|  | | Secure increased challenge for children who are at expected levels or above by providing enriched activities to deepen and extend learning experiences in literacy. |
| **Supporting progress and attainment** | | |
|  | Use ability groups to target and challenge children’s learning with a particular focus on literacy development | |
| **Desired outcomes** | | |
|  | | Continue to support EYPP children to meet Age Related Expectations in the prime areas and literacy development. |

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| 1. **Planned expenditure** | | | | | |
| Academic year | 2022-2023 | | | | |
| 1. **Quality of teaching for all** | | | | | |
| Desired outcome | Activity / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | Review of implementation |
| Improve outcomes in well-being and mental health and PSED | * Implement the well-being project * School to attend the Think Equal Training to consider implementation across nursery. | Following the COVID 19 pandemic a focus on self-regulation, well-being and PSED  Further extend the well-being interventions using the Think Equal resources. | Staff to incorporate the well being principles into everyday life at nursery ensuring that there is a focus on children’s PSED in response to limited experiences and social situation during the pandemic.  Think Equal resources incorporated into group time and intervention activities. | Pastoral & Curriculum Manager  Teacher | March 23 |
| ii. **Challenge for the more able** | | | | | |
| Desired outcome | Activity / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead  Review of implementation | |
| Improve outcomes in CLD & literacy | * Implement the helicopter stories and talking tables to support narrative, vocabulary and storytelling | *Trisha Lee’s book Princesses, Dragons and helicopter Stories – Stories and fantasy play engage all young children and help them to draw connections and make sense of the world. Make believe Helicoptor stories are tried, tested and proven to have a significant impact on children literacy and communication skills.*  *Talking table by Fleur Griffiths is documented to have positive outcomes on children’s vocabulary and narrative storytelling skills.* | Implemented through differentiated intervention groups. | Class Teacher | June 23 |
| **iii. Targeted support** | | | | | |
| Desired outcome | Activity / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | Review implementation |
| Improved outcomes in self-regulation, well-being and involvement to support higher % of reaching ARE in prime areas  Increase the % of children that are on track for physical development.  Improve Communication and language / literacy skills | * Staff training with Lisa Wisher focused on how early trauma effects brain development and children’s ability to learn. This will improve Small group **Learning to Learn** intervention and **Well-being** intervention delivered to children with SEND or emerging needs. * Make improvements to the outdoor play environment in the learning to learn classroom * Reintroduce the use of the woodland area to provide physical development activities based in a more natural environment. * Target ball skills, bike and scooter skills in outdoor activities. * Target fine motor control through ‘drawing the right way’ * EY ‘Chimes’ interventions from the LA music service | *Early Excellence 100 review show that best indicators of future attainment and progress are Prime areas, Self-Regulation and Executive Functioning.*  *Lisa Wisher is an experienced Social Worker, Trainer and qualified* ***Psychotherapist****, with a background in training on issues around mental health, children and the particular challenges of adoption. This knowledge will improve staff’s understanding of how to support vulnerable children.*  *The learning environment is the 3rd Educator (Reggio Emilia)*  *“The third teacher is the environment – a setting designed to be not only functional but also beautiful and reflective of the child’s learning. It is the child’s relationship with parent, teacher and environment that ignites learning.”*  *“Physical development that is holistic and allows children to develop themselves through healthy engagement with risk, problem-solving and self-discovery, all within a natural environment in a hands-on and thoughtful manner.” Highspeed training.co.uk*  *New emphasis on these skillls in the new EYFS.*  *The strong links between drawing and writing – ‘Drawing the right way’ training delivered by Douglas Valley.*  *9 week Intervention using the art of music, rhythm and rhyme to support language development and phase 1 letters and sounds* | The knowledge is implemented though every day practice at HNS but in particular the targeted work with Learning to Learn groups and Well-being groups.  Small group activities planned in the woodland area including EYPP children.  Group activities and small interventions during outdoor play.  Targetted activities through planning and continuous provision.  Weekly sessions delivered by Wigan music service | Class teacher / Pastoral & Curriculum Manager | June 2023 |

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| **Review of expenditure for previous academic year 2021-22** | | | | | |
| 1. Quality teaching for all | | | | | |
| Desired outcome | Activity / approach | Estimated impact | Lessons learnt | | 1. Total Cost 22 children |
| Improve outcomes in well-being and mental health and PSED | Incorporate the well-being approach in everyday provision | Children’s confident, resilience and self-regulation are improved. | Levels of well-being and involvement improved | | £ 342 per child x 22  **TOTAL SPENT**  **£75524** |
| 1. Targeted support | | | |  | |
| Desired outcome | Activity / approach | Estimated impact | Lessons learnt | |  |
| Improved outcomes in self-regulation, well being and involvement to support the most vulnerable children | Learning to Learn  Well being project | A focus on children’s ability to become learners will have a greater impact on their future attainment  Children’s confident, resilience and self-regulation are improved. | previous interventions teachers report shown increase in children’s well being and involvement and ASQ scores  Learning to Learn classroom created to meet children’s needs in a much more targeted way. | |