**HINDLEY NURSERY SCHOOL**

**Early Years Pupil Premium Strategy Statement 2023-24**

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| 1. **Summary information** | | | |
| Academic year | 2023-2024 | Total EYPP budget | Estimated  £6156 |
| Total number of children | 120 | Number of children eligible for EYPP: | 18 |

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| 1. **Current attainment (exit data from 22/23)** | | |
|  | Children eligible for EYPP | Full cohort |
| % ON TRACK in PSED | 15% | 38% |
| % ON TRACK in CLD | 32% | 56% |
| % ON TRACK in Physical | 54% | 69% |
| % ON TRACK in literacy | 6% | 21% |
| % OB TRACK in mathematics | 20% | 35% |

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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 | * School to implement the Think Equal Training and make adaptations to link with the curriculum in the learning to learn room. | Focus on self-regulation, well-being and PSED to support children with SEND and low starting points -  Further extend the well-being 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 additional needs.  Think Equal resources incorporated into group time and intervention activities. | Pastoral & Curriculum Manager  Teacher | Jan 24 |
| 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 | * Targeted activities to promote observational drawings and fine details to pictures. * Target letters and sounds activities to ensure children are beginning to blend and segment CVC words and are beginning to write some recognisable letter shapes. | Drawing the write way training informs us of the link between drawing and writing including the physical skills, memory skills.  EEF research :Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. | Implemented through differentiated intervention groups. | Class Teacher | June 24 |
| **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  Improve communication skills. | * Learning to Learn intervention has been adapted to include more physical and sensory activities in response to the cohort needs. * Sign a long training to be provided for staff. * To use staff knowledge of wellcomm and keys to communication to enhance the provision for CLD. | *Early Excellence 100 review show that best indicators of future attainment and progress are Prime areas, Self-Regulation and Executive Functioning.* Signalong is a key word sign-supported communication system based on British sign language and is used in spoken word order. It uses speech, sign, body language, facial expression and voice tone to reference the link between sign and word. | 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.  Targeted activities through planning and continuous provision. | Class teacher / Pastoral & Curriculum Manager | June 2024 |

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| **Review of expenditure for previous academic year 2022-23** | | | | |
| 1. **Quality teaching for all** | | | | |
| Desired outcome | Activity / approach | Estimated impact | Lessons learnt | 1. Total Cost 19 children |
| Improve outcomes in mental health and well-being. | Attend Think Equal training. | Children’s confident, resilience and self-regulation are improved. | Levels of well-being and involvement improved | £ 342 per child x 19  **TOTAL SPENT**  **£6898** |
| 1. **Challenge for the more able** | | | |  |
| Desired outcome | Activity / approach | Estimated impact | Lessons learnt |  |
| Improve outcomes in CLD & literacy | Implement helicopter stories to support narrative, vocab and storytelling | Increased vocab and storytelling skills. |  |
| 1. **Targeted support** | | | |  |
| Desired outcome | Activity / approach | Estimated impact | Lessons learnt |  |
| 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 outcomes in CLD & literacy | * Staff training with Lisa Wisher. * Make improvements to the outdoor play environment in the learning to learn classroom. * Reintroduce the use of the woodland. * 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 | Increased vocab and storytelling skills.  Improved physical skills – gross motor and fine motor.  Improve listening and attention and joining in with rhythm and rhyme. | Trauma informed practice helps support the most vulnerable.  Links between music and CLD are effective in engaging young children. |