# Early years pupil premium strategy statement

This statement details our school’s use of early years pupil premium for academic year 2023-2024 to help improve the attainment of our disadvantaged pupils.

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 school.

## School overview

|  |  |
| --- | --- |
| Detail  | Data  |
| Hindley Nursery School  |  |
| Number of pupils aged 3-4yrs in school  | 34 |
| Proportion (%) of early years pupil premium eligible pupils  | 29%  |
| Academic year/years that our current pupil premium strategy plan covers  | 2024-2025  |
| Date this statement was published  | November 2024 |
| Date on which it will be reviewed  | October 2025  |
| Early years pupil premium lead  | Rachel Lewis  |

## Funding overview

|  |  |
| --- | --- |
| Detail  | Amount  |
| Early years pupil premium funding allocation this academic year  | £13,000 |
| Early years pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0  |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year  | £13,000 |

# Part A: Early years pupil premium strategy plan

## Statement of intent

At Hindley Nursery School we aim to provide quality first teaching as a priority to support children’s development holistically. We aim to develop practice and provision of the highest quality to enable all children to reach their potential, through a relentless focus on the progress of our disadvantaged children and awareness of their needs in all that we do.

Overcoming barriers to learning is at the heart of our early years pupil premium strategy and as such we do not allocate personal budgets per child in receipt of EYPP. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

|  |  |
| --- | --- |
| Challenge number  | Detail of challenge  |
| 1  | Low starting points in all 3 prime areas  |
| 2  | A high percentage of children who are eligible for EYPP are also identified as SEND or emerging SEND.  |
| 3  | Many children start nursery without the necessary skills and attitudes that underpin strong learning behaviours, including self-regulation skills, resilience and focus and attention skills.  |

## 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  |
| Deliver quality first teaching to all EYPP children, matched to the children’s level of development providing sufficient challenge to accelerate learning across the identified areas of learning.  | The vast majority of children are meeting the expected milestones across all areas of learning when they transfer to their Reception class  |
| Improve personal, social and emotional development, communication and language and physical development for children eligible  | Children transfer to their Reception class meeting the expected milestones in the prime areas of learning  |
| for EYPP on transition to Reception class, impacting on outcomes across all areas of learning  |  |
| Develop children’s attitudes to learning to enable children to become happy, confident, curious learners  | Children are able to focus and attend on a wide range of activities. Child are interested in the world around them and are motivated to find out more Children are able to talk about what they have been doing and what they are good at. They are beginning to identify what they need to practice.  |

## 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.

|  |  |
| --- | --- |
| Activity  | Evidence that supports this approach  |
| To improve Personal, social and emotional development in particular self-regulation strategies.  | Children will be able to use the well-being strategies and engage in the well-being sessions.  |
| EYPP children with SEND to have a higher level of engagement as they explore the learning to learn environment which is designed to meet their individual needs. | Children are more regulated and engaged in activity. This will help them to be better ready for their next school.  |
| Develop children’s attitudes to learning to enable children to become happy, confident, curious learners.  | Children are able to focus and attend on a wide range of activities. Children are interested in the world around them and are motivated to find out more.Children have met the milestones in the prime areas of learning so that they have secure foundations for later academic success.  |

**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.

|  |  |  |
| --- | --- | --- |
| Activity  | Evidence that supports this approach  | Challenge addressed  |
|  Employ an additional member of staff to maintain lower than required ratios to facilitate appropriate interventions, focusing on the prime areas of learning.  |  Invest EYPP to create longer term change which will help all pupils. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.  | Targeted support(Challenge 1,2 & 3) |
| Continue to provide a learning to learn classroom to provide targeted support to the most vulnerable EYPP children who also have SEND.  | Children in the learning to learn room are more regulated due to their individual needs being met. Some of these children are known to ELCCT and other agencies. | Targeted support(Challenge 1&2) |
| Lead member of staff to attend the local authority early years well-being training and cascade to other staff. Implement the approach to improve children’s self- regulation. | Research undertaken by the Sutton Trust identifies that the greatest impact of Pupil Premium investment was seen through interventions focusing on self regulation strategies. Promotion of positive attitudes to learning underpins our practice and provision.Education Endowment Fund research identifies the potential impact on outcomes when teachers use methods that support self-regulation. | Wider strategies for all children.(Challenge 1&3) |

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes 23-24

What we intended:

* **Improve outcomes in well-being, mental health and PSED**

33% of EYPP children on track in Personal, Social and Emotional Development.

* **Improve outcomes in CLD & Literacy**

33% of EYPP children on track in Communication and Language Development.

14% of EYPP children on track in Literacy.

Interventions for Letters & Sounds and Drawing the Write Way have supported outcomes for the more able children.

* **Improved outcomes in self-regulation, wellbeing and involvement**

Well-being sessions and Think Equal Programme in place to support provision.

Learning to Learn classroom in place to support self-regulation and wellbeing for the most vulnerable.