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| **Pupil Premium Strategy and Report**  **2024 - 2025** |

**What is the Early Years Pupil Premium?**

From April 2015, nurseries, schools, childminders and other childcare providers have been able to claim extra funding through the Early Years Pupil Premium (EYPP) to support children’s development, learning and care. This 62p per hour equates to approximately £353 per child, per year. Hirst Wood Nursery School aims to empower and support all children to see themselves as positive and successful learners. The information below details our school’s use of pupil premium funding and sets out our strategy. It demonstrates how the funding that we receive generates our vision, through improving and enhancing our facilities, equipment and learning experiences for eligible children. We aim to spend pupil premium funding in ways that help narrow the attainment gap that can occur between young children from low-income families and their peers. More information about the Early Years Pupil Premium (EYPP) is available at [www.early-education.org.uk/eypp-basics](http://www.early-education.org.uk/eypp-basics). This document also evidences the effect that previous year’s spending.

**Strategic Objective for Pupil Premium Spending**

To close the potential attainment gap between children from low-income, disadvantaged families and their peers. We are committed to ensuring the highest possible standards for all children. Staff work with parents to ensure all families who are eligible for the EYPP receive the award.  For those children entitled to EYPP we identify the most appropriate way to meet the needs for each individual child. We are flexible in our approach to respond to individual needs as it is evidenced that high quality early education can influence how well a child achieves educationally, so we want to make the most of this additional funding. Each child who is eligible for the additional funding has an Individual Education Plan that includes Provision Map and this is shared with parents only a termly basis. It is updated and evaluated each term to ensure that we can evidence impact of the extra support / curriculum enrichment opportunities.

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| **Identified potential barriers** | |
| 1. | Speech, language and communication difficulties. |
| 2. | Difficulties relating to emotional literacy and self-regulation skills |
| 3. | Lack of experiences in the wider world (cultural capital) |

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| **Desired outcomes** | |
| 1. | Increased progress and confidence in aspects of Communication & language |
| 2. | Increased well-being and ability to regulate and mange feelings and behaviours |
| 3. | To enrich experiences within School to add to cultural capital |

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| **Funding received for 2023 – 24** | |
| Autumn 2023 | 10 children |
| Spring 2024 | 12 children |
| Summer 2024 | 13 children |
| **Total income** | **£3780** |

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| **Quality of teaching and progress for all children** | | | | | |
| **Intent** | | **Implementation** | | **Impact** | |
| **Desired outcome**  **1** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| To enrich children’s communication & language experiences and develop speaking, listening & understanding. | Use the Launchpad for Literacy framework to implement our own screening tool that identifies children at risk, and highlight which specific strand of communication they require support with.  Targeted support through our individual assessments & enrichment groups.  Colleagues consider that these approaches enhance the learning for the children and meet all areas of the EYFS. | Children attend weekly All Aboard sessions to promote confidence, vocabulary and opportunities for talk in a smaller, potentially less intimidating environment.  Individual Education Plan clearly map the support and provision to ensure that children have personalised support to ensure that they make progress. | Monitored by teaching teams / Headteacher  Parental engagement and literacy events  Data review of baseline assessment, formative & ipsative data analysis. | Sam Renwick  Ruth Peacock  Vanessa Keighley | Pupil progress meetings, data analysis and monitoring observations. |

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| **Quality of teaching and progress for all children** | | | | | |
| **Intent** | | **Implementation** | | **Impact** | |
| **Desired outcome**  **2** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Build on children’s personal, social and emotional development.  To improve children’s well-being and ability to regulate and manage feelings & behaviours and support their relationships with adults and peers. | Supporting children’s learning needs, behavioural challenges through co-and self-regulation, the managing of feelings and increasing emotional literacy.  A range of targeted enrichment opportunities to build self-confidence and emotional resilience.  Participate in Emotion Coaching programme through Education Endowment Fund. | Provide additional opportunities for collaborative small group work. Use these to increase levels of involvement, self-regulation and metacognitive skills.  Children attend over the course of a half term to revisit and consolidate skills.  We are hoping to be achieve the Attachment and Trauma Sensitive Schools Award (ATSSA). | Monitored by teaching teams / Headteacher  Data review of baseline assessment, formative & ipsative data analysis | Sam Renwick  Continuous professional development underpins colleague’s confidence & repertoire of skills to effectively support children’s continuum of maturity. | Pupil progress meetings, data analysis and monitoring observations  School development meetings / supervision.  Review of EYLog, levels of involvement and engagement.  Screening for ACEs (Adverse Childhood Experiences) helps us to swiftly identify and support |
| **Quality of teaching and progress for all children** | | | | | |
| **Intent** | | **Implementation** | | **Impact** | |
| **Desired outcome**  **3** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Increase children’s exposure to different visitors and experiences that they may not otherwise enjoy to  Increase vocabulary and self-confidence. | Each half term there will be a themed week which offers provocation and enrichment opportunities e.g. “We are unique”, “We are a community”, “We are healthy”, “We art artists”, “We are explorers”, “We are scientists”  Provide a range of visitors to offer children opportunities to extend cultural capital through visitors such as owls, Life Caravan, Mobile Farm, Balance Bikes, artist. | Cultural capital is enhanced through the provocation of awe and wonder of the world in which we live and through the 7 areas of learning.  Children’s confidence and creativity is supported through an interesting and evocative mix of creative opportunities and exciting experiences to engage and embed new knowledge and understanding. | Each half term a theme will be introduced. A ‘how to at home’ will be sent for parents to support, extend and embed new learning in the home environment. | Teaching teams | Pupil progress meetings, data analysis and monitoring observations  Review of EYLog, levels of involvement and engagement.  Parental participation & feedback. |

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| **Review of previous academic years expenditure** |
| **2020 – 21 income Total allocation £3570.00**  **Total spend £3895.00**  School temporarily closed to visitors (Covid-19) therefore our EYPP spend was invested in wellington boots and waterproof suits for ALL children. We also invested in an electronic assessment system (EYLOG App) and electronic tablets so that we could communicate effectively with parents. The difference in expenditure was funded from our dedicated Schools grant      **2021-22 income Total allocation £2499.00**  **Total spend £2620.00**  Forest School equipment £1480.00  Half term language support worker £1140.00  **2022 – 23 income Total allocation £2929.00**  **Total spend £3337.00**  3 terms language support worker £2700.00  Ian’s mobile farm £ 637.00  **2023 – 24 income Total allocation £3780.00**  **Total spend £4335.00**  Range of curriculum visitors £1475.00  Additional staff resources to support language £2860.00  Development through training & achievement of Elklan Community Friendly Setting Award 2023-2027 |