

Early Years Pupil Premium Strategy Document 2023-24



Summary Information				
Head of School	Mrs C Robson			
Academic Year	2023-24			
In school reviews	Sep-Dec 2023		Jan-Mar 2024	Apr-Jul 2024
Total Number of Pupils (3/4yo)	13		19 (6 from N1)	TBC
Total Number of Pupils (Reception)	9		10	TBC
Total EYPP Budget (combined across each term)	£277.20		£495	TBC
Number of pupils eligible for PP	2		2	TBC

Current Attainment (Reception GLD 2023- Cohort of 19)			
	Non-Disadvantaged	Disadvantaged	Gap
Number of children	8	11	-
GLD	88%	64%	24%
Reading	88%	73%	15%
Writing	88%	73%	15%
Numbers	88%	82%	6%
Numerical Patterns	88%	82%	6%

Barriers to Future Attainment for Pupils Eligible for EYPP	
In School Barriers (issues to be addressed in school)	
1	Pupils arrive in nursery with speech and language problems which may lead to issues in attainment and progress in Reception and KS1
2	Lack of early experiences in the core subject areas- reading, writing and number may lead to poor progress in Reception and KS1
3	Lack of experiences in the wider world may lead to poor progress in Reception and KS1 through children's inability to apply or link new learning
External Barriers (issues which require action outside of school such as attendance)	
4	Health issues may lead to poor attendance and therefore impact on progress in Reception and KS1
5	Parenting skills/knowledge of child development, engaging parents/carers to enjoy quality time with their children

Desired Outcomes		Success Criteria
1	Early identification of need and subsequent referrals to speech and language therapy alongside a vocabulary-rich curriculum and environment (inclusive of quality texts) will improve communication in nursery and application of language across the curriculum.	Children with speech and language problems will be helped to communicate to have a positive impact on their learning and progress.
2	Targeted teaching, identified interventions and Gap & Strength Analysis to be used in continuous provision to impact on attainment.	Areas of need will be identified following assessment periods and teaching, environment and interventions will be targeted at addressing these. EYFS staff knowledge of the new Framework will be developed.
3	Working with the SENDCO and EYFS lead to improve social skills within nursery and to establish curriculum to meet these needs of children.	Nursery children will be able to share and play together. Parents will be aware of strategies to promote this.
4	Parents to be more informed/skilled and confident about their children's education and development.	Parents/Carers will understand how children learn and develop as well as the importance of healthy eating, boundaries and other health issues that may be a barrier for pupils.
5	The experiences of children in nursery will be enhanced through visits and visitors.	Children in nursery will take part in activities to enhance their nursery experience.

Desired Outcomes	Chosen Approach	Evidence for this and rationale for choice	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?	Reviews
Quality of Teaching for all						
Enhanced opportunities, specifically within the local community, planned to impact on knowledge of the wider world for pupils. (Exploit links to current learning in class, where possible.)	For EYFS children to all have access to visits at least half termly to support children to make links with their learning and the wider world.	Children have very limited experiences of the wider world. Historically, children have rarely left the estate and given the increased use of technology, some in-person experiences have been lost. Parents can also get involved with this as support will be required for ratios.	Regular communication with parents plus planned visits for whole school year in advance. Pupil Voice & Parent Voice completed to seek views.	AR	January 2024 and ongoing	Autumn Term: Reception pupils enjoyed a visit to Seven Stories and Ouseburn Farm across Autumn term. Reception and 30 hour nursery pupils also visited the local church to enhance understanding of the Nativity story (link to topic learning). Reception and Nursery 2 also walked to the local post-office and post-box to post their Christmas cards. 2-year-old pupils are beginning to explore the school grounds beyond the EYFS outdoor spaces. Spring Term: This half-term we arranged for some animals to attend our setting. This linked to our topics 'Amazing Animals' and 'Growing'. External visits are arranged for the summer term. Our nursery pupils will also enjoy a trip to the local park.
High-quality texts to be purchased to promote a love of reading and to support parents/carers in promoting this at home.	Wider offer from the school to be implemented following the school's library grant to strengthen and broaden pupils' access to fiction, non-fiction and poetry texts to develop CLL, UtW & EAD.	In order to make progress, all areas of EYFS need to be resourced well, including support for home learning.	Pupil/Parent Voice. Pupil progress in these areas.	AR/SH	January 2024 and ongoing	Autumn Term: Children enjoy taking page turners home and time is spent talking about the books each week in class. Children are starting to return books in a timely manner and any not returned are chased up to ensure all pupils can enjoy the new texts. Spring Term: Children now have access to quality books both in provision from DLR and adult-read books plotted on our LTP. Books continue to be sent home weekly. Children in Reception are beginning to talk with increasing detail about their favourite books. To look at mapping out more books for Nursery 1 across Summer 1.
Stay and Play sessions will be held at half-termly and ensure that parents/carers are involved in their child's learning.	Invite parents/carers into nursery to discuss progress, have learning opportunities modelled to them, look at learning journeys and play with their child(ren).	Parents/Carers need to be involved in their child's education throughout school and if they get involved early, then this may continue throughout school.	AR/LPa/EF to monitor attendance at these events.	EYFS Staff	Following sessions to impact on future ones.	Autumn Term: Parents were welcomed into school to attend phonics sessions both in Reception and Nursery. The sessions were well attended. Parents also were invited to a Christmas themed Stay and Play. Future sessions have been plotted across the year to continue to develop positive relationships. Whole-school breakfast sessions focused on mathematics, well-being and reading were also attended by parents in EYFS. Spring Term: This term we have focused on getting parents into our setting more frequently and for a range of different reasons. Our parents have come to watch phonics and maths lessons and were given ideas on how to develop these skills in the home. We have also had a Fine / Gross Motor Stay and Play. We have varied the timings of the Stay and Plays in response to parent feedback e.g. some in the morning and some in the afternoon. Our attendance during Easter Stay and Play increased from our Christmas Stay and Play.
Continue to upskill EYFS lead who took up post in September 2022.	To continue to build knowledge and skills gained last year from CPD and practice by accessing NPQEYL in 2023-24 and networking within Trust and wider schools in County.	Improved outcomes of children directly resulting from a quality practitioner who understands their role, expectations, assessment (and	Nationally accredited NPQEYL provider to deliver training. Trust-based expertise to be shared.	AR & SLT	Ongoing as needs rise but formally in Spring/Summer 2024 through NPQEYL assessment.	Autumn Term: EYFS Lead is currently completing NPQEYL course to upskill her leadership in Early Years. Lead also works alongside other EYFS Leads within the Trust to develop skills.

		its interpretation), children and their families.				Spring Term: EYFS Lead is still completing the NPQEYL course to upskill her leadership in Early Years. Lead also works alongside other EYFS Leads within the Trust to develop skills. Weekly EY meetings are used to pass on information with all staff.
Total budgeted cost:						£850
Targeted Support						
Interventions will be targeted to need and outcomes will improve across nursery.	Interventions will be put in place for key areas e.g. phonics, individual speech and language programmes. Class teacher will lead fine & gross motor development daily across the setting to impact on future outcomes in writing.	Following analysis of data and pupil progress meetings, these areas show up as being the weakest.	SLT to be part of Pupil Progress meetings and then monitor progress. AR/KH to monitor interventions for impact.	AR/KH	January 2024 and ongoing	Autumn Term: Daily fine & gross motor development sessions are now in place. Spring Term: Daily fine & gross motor development sessions continue to stay in place. Progress from this is tracked through pen portraits termly and through handwriting evidence in Reception. SALT and Phonics interventions take place for identified children
Total budgeted cost:						£500
Other approaches						
EYFS Lead/PSA to link with local One Point and Health Visitor to invite to school events and link in with parents to support with wider aspects of childcare e.g. toileting, behaviour, hygiene, healthy eating, overall health.	One Point links and Health Visitor(s) to be invited into school at least half termly as part of Stay and Play events to liaise with staff in school as well as parents/carers in the community to build relationships. PSA based in nursery (AMs) to support with early relationship building with parents.	More children are attending nursery with different issues which are impacting on their progress and attainment. Attendance can also be an issue for our youngest children, so PSA in this area can support further with this.	Parent Voice, improved communications with services and improved pupil attendance. Ensure S&P sessions are fully resourced.	SLT, AR & LPa	January 2024 to review support and ongoing where required	Autumn Term: EYFS staff have identified children in need of additional support and contacts with external services have been made. Spring Term: EYFS Lead/PSA have organised visits to school from the Health Visitor team for highlighted children. Discussions with parents in relation to toileting particularly for Nursery 2 children have taken place and support offered where necessary.
Total budgeted cost:						£200

Measuring the impact of the activities implemented through the Early Years Pupil Premium will be an integral part of all evidence provided. This will link to our formative and summative assessment processes. 'Spotlights' are used show progress of the child's holistic development through prime and specific learning and development areas alongside adult-led teaching demonstrated through floor books. The specific progress of the children in receipt of EYPP will be compared to other children in order to see the difference diminishing.