



This statement details our Nursery's use of early years pupil premium funding to help improve the education we provide for disadvantaged children.

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 nursery.

## SCHOOL OVERVIEW

DETAIL	DATA
Headteacher	Becky Wood
Number of children on roll in September 2023	64
Number of children eligible for EYPP	16
Proportion of children eligible for EYPP	10.2%
Academic year/years that our current EYPP strategy plan covers	2023-24
Date this statement was published	November 2023
Dates this statement will be updated	March, & June '24
Statement authorised by	Chair of Finance & Premises, Paul White
EYPP Lead	Headteacher Becky Wood
Identified Governor	Nichola Hesslewood

## FUNDING OVERVIEW

DETAIL	AMOUNT
EYPP funding allocation Autumn 2023	X15 = £2079
EYPP funding allocation Spring 2024	TBC
EYPP funding allocation Summer 2024	TBC
EYPP carried forward from 2022 - 2023	£0
TOTAL funding for academic year 2023 - 2024	TBC

## PART A: EYPP STRATEGY PLAN

### STATEMENT OF INTENT

Our ultimate objective for all children, including those who are disadvantaged, is that they are supported to achieve their full potential, while developing the skills to become lifelong learners. We want children to feel safe and secure, and to have a sense of well-being, in an environment where they can express themselves and feel valued.

Our EYPP strategy supports our children, ensuring they have high quality teaching and learning experiences, both at nursery and at home, supported by adults who understand their needs and development. Working in partnership with families, recognising their important role as their child's first educator, whilst valuing their understanding of their child, is paramount. Our strategy endeavours to support a shared understanding of how best to engage, develop and support children's play and learning, across the home and nursery environment.

Through our strategy we recognise the importance of children accessing their local environment and the people within it. A sense of community, and where you belong, is essential and we aim to support this through our intended outcomes for children.

Our EYPP strategy recognises the important role of the staff team, including their effective deployment. It reflects the importance of giving children individual time and attention, through increasing the number of adults present. It also highlights the importance of access to high quality on-going professional development, which is focussed around the needs of the children in our care, with a particular focus on children's literacy.

In addition to the above, we recognise the importance of good communication and language skills and how these can impact on a child's ability to engage with those around them. We want children to be able to create relationships, communicate their needs and wishes and to access the curriculum. It is therefore important that this is a priority within our EYPP strategy.

### CHALLENGES

This details the key challenges that we have identified among our disadvantaged children.

Challenge	Specific delays
1. Communication and Language	Listening and attention
	Speaking (using language, using longer sentences, vocabulary)
2. PSED	Collective cooperation and understanding of boundaries

## 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
<p>Children and parents will be able to share stories together at home</p>	<p>Children will visibly enjoy listening to stories and will be able to recall what has happened in them            Parents will feel more confident to read at home with their children            Families in receipt of EYPP will own a selection of children's books to read together at home</p>
<p>Children will be able to maintain attention for short periods to enable communication or listen to a story</p>	<p>Children will be able to maintain attention for the duration of a story            Children will be able to shift attention back to the story when there are other distractions</p>
<p>Children will be more effective communicators</p>	<p><b>For children using verbal language:</b>            Children will use a wider range of vocabulary            Children will use longer sentences of 4-6 words            Children will be able to start a conversation and continue for many turns            Able to use talk to organise themselves and their play, as well as to share their thoughts, wants and needs  <b>For SEND children, using non-verbal communication:</b>            Children will increase eye contact with an adult during interactions            Children will increase their understanding of a range of vocabulary (demonstrated through following instructions and use of PECS)</p>
<p>Children will be able to better manage their behaviour to cooperate with some basic boundaries</p>	<p>Children will be able to cooperate with basic routines, such as storytime            Children will be happy to cooperate with the rest of the group for short periods – i.e. listening to a story or joining with songs            Parents will have a growing understanding of how calm time together (e.g. reading) can support children to regulate their emotions and behaviours</p>

### Activity in this academic year

This details how we intend to spend our early years pupil premium **this academic year** to address the identified challenges.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £600

Activity	Evidence that supports this approach	Challenge numbers addressed
<p>Communication Ambassadors Training to upskill staff and create an on-site specialist to provide targeted speech and language support for specific children</p> <p>Cover for one member of staff to attend 10 sessions: £600</p>	<p><a href="https://educationendowmentfoundation.org.uk">EEF   Communication and Language (educationendowmentfoundation.org.uk)</a></p>	<p>1</p>

### Targeted support (for example small group support, one-to-one support, structured specific learning experiences)

Budgeted cost: £1,060

Activity	Evidence that supports this approach	Challenge numbers addressed
<p>A 'book club' for parents and children to attend together. Each week, one of our educators will demonstrate reading the story to the children in a friendly session for children and parents. The book from each session will be gifted to the families so that they can enjoy it at home together. There will also be a selection of filmed story-times, songs and rhymes for parents to use and refer to at home and filmed 'tips for parents' shared via social media.</p> <p>Staff cover to enable teacher to plan, deliver and follow up on the sessions: £240</p> <p>Books for each EYPP family to take home after each session: £420</p>	<p><a href="https://educationendowmentfoundation.org.uk">EEF   Communication and Language (educationendowmentfoundation.org.uk)</a></p>	<p>1</p>

Purchasing an i-pad to enable filming and sharing of stories, rhymes and tips £400		
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**Wider Strategies** (for example, related to encouraging good attendance in preparation for statutory schooling, behaviour, wellbeing)

Budgeted Cost: £420

Activity	Evidence that supports this approach	Challenge numbers addressed
<p>Our work with children at our two outdoor sites: the cottage in the woods and the allotment, has demonstrated the power of learning in nature; particularly on PSED. We want to ensure that all children, including those from disadvantaged backgrounds can fully participate in this work by having the right clothing.</p> <p>Waders to enable a group of 12 children to fully immerse themselves in sensory outdoor experiences – e.g. wading in streams, splashing in puddles and playing in mud: £420</p>		2