



## Pupil Premium Strategy Statement 2023 - 2024

### 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.



#### 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)
4.	Low attendance rates and reduced parental engagement

#### Desired outcomes

1.	Increased progress in aspects of Communication & Language
2.	Increased progress in aspects of PSED
3.	Increased progress in Understanding the world
4.	Discuss with parents & carers any attendance issues through a mutually supportive partnership approach.

#### Funding received for 2023 - 24

Autumn 2023		
Spring 2024		
Summer 2024		
Total income		



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?
Small group work for children at risk of delay	<p>"All Aboard" speaking and listening group and "Storytellers". Implement the ELKLAN strategies.</p> <p>Approach chosen as a way of enhancing self-esteem and self-confidence through bespoke sessions, yoga and educational visits to the local area.</p> <p>Colleagues consider that these approaches enhance the learning for the children and meet all areas of the EYFS.</p>	<p>Children attend weekly All Aboard sessions to promote confidence, vocabulary and opportunities for talk in a smaller, potentially less intimidating environment.</p> <p>Introduce Storytellers session that incorporates oral language &amp; rhyme, environmental print, promotion of mark making and bibliographic skills. This project uses the ORIM framework to incorporate the 4 approaches that parents can create at home to work in partnership.</p>	<p>Monitored by teaching teams / Headteacher</p> <p>Parental engagement and literacy events</p> <p>Data review of baseline assessment, formative &amp; ipsative data analysis.</p>	<p>Ruth Peacock</p> <p>Sarah Taylor</p> <p>Vanessa Keighley</p>	<p>Pupil progress meetings, data analysis and monitoring observations.</p>



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?
Curriculum enhancement through a range of enrichment opportunities to promote emotional literacy & self-regulation strategies.	Small group work offering additional curriculum enhancements (Dough Disco, Forest School, Music & Movement, Sensory Explorers, Gardening Club). Each approach chosen as a way of enhancing self-esteem and self-confidence through bespoke sessions, yoga and educational visits to the local area. Staff consider that these approaches enhance the learning for the children and meet all areas of the EYFS.	Provide additional opportunities for collaborative small group work. Use these to increase levels of involvement, self-regulation and metacognitive skills.	Monitored by teaching teams / Headteacher	Each enhancement has its own lead practitioner.	Pupil progress meetings, data analysis and monitoring observations
Develop teaching teams understanding of child development, brain development and how children learn.	Supporting children's learning needs, behavioural challenges through co-regulation, the managing of feelings and increasing emotional literacy.	Children attend over the course of a half term to revisit and consolidate skills.	Data review of baseline assessment, formative & ipsative data analysis	Continuous professional development underpins colleagues confidence & repertoire of skills to effectively support children's continuum of maturity.	School development meetings / supervision.
		Colleagues have training on co and self-regulation techniques, and restorative justice approaches. New Zones of Regulation resources are implemented and shared with children.		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 .	<p>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"</p> <p>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.</p>	<p>Enrich children's experiences through visits &amp; visitors</p> <p>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.</p> <p>Identified children make accelerated progress from their starting points in PSED and UW. The Sutton Trust identified that participation in enhancement activities such as visits to the arts accelerate progress.</p>	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	<p>Pupil progress meetings, data analysis and monitoring observations</p> <p>Review of EYLog, levels of involvement and engagement.</p> <p>Parental participation &amp; feedback.</p>



Quality of teaching and progress for all children					
Intent		Implementation		Impact	
Desired outcome 4	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 attendance that falls below 90%.	Continue to provide a half termly attendance certificate. Promote the motto of "Every Day Counts" and share with parents, their child's percentage attendance during Communication Calls.	The Nesta's Fairer Start research report from January 2023 research responds to the evidence gap around absence and attendance rates in early years education.	Half termly monitoring of attendance.  Communicate attendance rates with teaching teams & parents.	Headteacher and teaching teams	Half termly percentage attendance rates & comparative data to monitor progress and reduced days lost



## Review of previous academic years expenditure

### 2020 – 21 income

Autumn 2020	10 children	£1050.00
Spring 2021	11 children	£1155.00
Summer 2021	13 children	£1365.00
<b>Total allocation</b>		<b>£3570.00</b>

### 2020 – 21 expenditure

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

**Total spend £3895.00**

### 2021-22 income

Autumn 2021	5 children	£ 595.00
Spring 2022	7 children	£ 833.00
Summer 2022	9 children	£1071.00
<b>Total allocation</b>		<b>£2499.00</b>

### 2021– 22 expenditure

Forest School equipment	£1480.00
Half term language support worker	£1140.00

**Total spend £2620.00**



#### 2022 – 23 income

Autumn 2022	7 children	£ 823.00
Spring 2023	8 children	£ 936.00
Summer 2023	10 children	£1170.00
<b>Total allocation</b>		<b>£2929.00</b>

#### 2022– 23 expenditure

BHT Fundamental Foundations language		
support worker	3 terms	£2700.00
Ian's mobile farm		£ 637.00

**Total spend £3337.00**