



## Pupil Premium strategy statement Hirst Wood Nursery School & Children's Centre



<p style="text-align: center;"><b>Academic Year Funding (2019 – 2020)</b></p> <p>Each child will be allocated 53p per hour. The funding received will be published on our website on a retrospective termly basis.</p> <p>The EYPP provides an extra 53 pence per hour for all eligible three and four-year-old children whose parents are in receipt of certain benefits or who were formally in local authority care but who have left care because they were adopted or were subject to a special guardianship or child arrangement order.</p>	Date of most recent PP Review	<b>September 2019</b>
	Date for next internal review of this strategy.	<b>January 2020</b>

Barriers to future attainment	
In-school barriers	
A.	Speech, language and communication and self-confidence and self-esteem difficulties.
External barriers	
B.	Lack of parental confidence/ awareness about Early Years Foundation Stage curriculum
C.	Low attendance rates
1. Desired outcomes	
Desired outcomes and how they will be measured	
A.	Increased progress (ages & stages) in aspects of Communication & Language and Personal, Social & Emotional Development
B.	To support parents/carers understanding of children's learning and development and how they can work in partnership to support their child's progress
C.	Work in partnership with parents & carers to improve any attendance concerns (less than 95%).

**Planned expenditure**

**Academic year 2019 – 2020**

**Quality of education and progress for all children**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children develop their autonomy, decision-making, self-discipline, involvement, independence and emotional well-being.	Each child will have a key worker who understands their individual characteristics and needs. The class teaching team will observe the child continuously and assess them regularly, identifying the next steps for learning and development. This will be part of the continuous cycle of 'learning reviews' that are undertaken for all children on a weekly basis.	<p>Colleagues provide planned learning and teaching opportunities through our wonderful free-flow environment, the use of play, talk, investigation and problem-solving, first-hand experiences, games and group activities.</p> <p>Differentiated group times will be offered twice daily and through continuous provision opportunities.</p>	Monitored by Headteacher	Headteacher	Pupil progress meetings, data analysis and monitoring of planning, RoAs and learning walks.
Children have opportunities to extend language development in supportive contexts	Small group work for children at potential risk of underachievement is effective, with a focus on developing relationships and extending language development e.g. All Aboard, Seedlings groups.	Children develop their autonomy and emotional well-being. PSED skills are improved and creativity is inspired and enabled.			Pupil progress meetings, data analysis and monitoring of planning, RoAs and learning walks.

Curriculum enhancement through the use of the Forest School's approach.	To work with a targeted small group of EYPP-eligible children. The impact of this intervention is tracked through termly formative assessments.	Accelerated progress in ages and stages of Communication & Language and PSED. Offer a wide variety of experiences which children may not necessarily have enjoyed previously.			Pupil progress meetings, data analysis and monitoring of planning, RoAs and learning walks.
Curriculum enrichment through specific interventions (Dance4Life, dough disco, yoga)	To work with a targeted small group of EYPP-eligible children. The impact of this intervention is tracked through formative assessments.	Accelerated progress in personal, social and emotional skills, physical skills and expressive arts and design. Dough disco improves gross and fine motor skills, confidence and creativity.			Pupil progress meetings, data analysis and monitoring of planning, RoAs and learning walks.
Support parents/carers understanding of the EYFS curriculum and how best they can support their child	To offer stay and learn coffee mornings for parents/carers. Provide comprehensive handouts which provide information and ideas about a specific area of the curriculum.	Parents feel increasingly confident and empowered to work in partnership with the School to enhance their child's knowledge and understanding.			Feedback from parents at consultations and ad-hoc qualitative responses. Feedback from children about what they do at home. Tracking children.
Work with parents to increase attendance rates of those children whose attendance is less than the desired 95%	Share with parents their child's % attendance on a termly basis through consultations. Reinforce the value of every day counts and how absence can impact negatively on children's learning, development and outcomes.	Parents understand the value of regular school attendance. Increased attendance and positive impact on children's learning and development.			Parent/carer consultations Review of termly attendance figures Formative and summative assessments
				<b>Estimated cost</b>	<b>£2980.00</b>

<b>Planned expenditure</b>	<b>2019 - 2020</b>	
Intervention & extension	Additional Level 3 staffing to support 1:1 and group work (Forest School, All Aboard, Seedlings)	£ 1160.00
Dance4Life	Twice weekly sessions	£ 910.00
Yomi Yoga	Twice weekly sessions	£ 910.00
		<b>£2980.00 (surplus paid from school budget)</b>
<b>Previous income</b>	<b>2018 – 2019</b>	
Autumn 2018	7 children	£ 779
Spring 2019	9 children	£ 859
Summer 2019	13 children	£1240
	<b>Total allocation</b>	<b>£2878</b>