

Early years pupil premium strategy statement and action plan 2021 - 2022

1. Summary information					
School	Highfield Nursery School				
Academic term	2021-2022	Total EYPP budget	Autumn term £ Spring term Summer term	Date of most recent PP Review	July 2021
Total number of pupils	Autumn 21 - 80	Number of pupils eligible for PP	Autumn 11 Spring Summer	Date for next internal review of this strategy	July 2022

2. Barriers to future attainment (for pupils eligible for EYPP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Low levels of personal, social and emotional development, particularly emotional resilience in a large percentage of chn who are eligible for EYPP. .
B.	Limited prior life experiences and rich learning experiences, made worse by the pandemic.
C.	Low levels of speech, language and vocabulary.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance . Social communication skills and experiences made particularly worse by the pandemic. Limited life experiences made worse by the pandemic.

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children to make rapid and sustained progress in speech, language and ranges of vocabulary.	At least 85% of EYPP children to leave nursery in July 2022 having made at least 3 steps progress in the academic year in Communication and Language.
B.	Children will experience a range of varied high quality real life experiences such as baking, exploring the outdoors, noticing and exploring the world, exploring the community .	All EYPP children will have completed activities from the Wanderlust Child Nature Study at least weekly. All EYPP children will experience baking at least 6 times in the year and the progression skills required in baking will be evidenced. All EYPP children will attend at least 2 trips out into he community during the year and 1 external trip.
C.	Continue to maintained good attendance of EYPP children.	Average attendance of EYPP children to continue to be high at 85% (dependent on progression and consequences of pandemic) by the end of July 2022.

4. Planned expenditure					
Academic year		2021- 22			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	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 ?
Children experience learning through the outdoors, real experiences within the world.	By following training and ideas from the Wanderlust Child Nature Study.	It has been observed children who are eligible for EYPP funding have tended to have fewer learning and quality life experiences prior to their start to nursery. . All chn aged 3-4 years have spent nearly 1/3 – ½ of their life in a pandemic, this has significantly reduced their prior life experiences.	Staff in each area will be given a copy of the Wanderlust Child Nature Study, there is a booklet and suggested experiences for each week of the each term. HT to meet with staff regularly to discuss experiences being offer to all EYPP children. Specific staff identified from each area to work additionally with EYPP chn implementing Wanderlust Nature Programme experiences.	Vicky Hamzaoui Louise Storton	Jan 2022
Improve speaking, communication and vocabulary.	Embed the approaches of sustained shared thinking in particular the early reading and expressive vocabulary areas.	Vast amount of research indicates the consistent use of sustained shared thinking approach delivered by all practitioners significantly increases children thinking skills, speaking skills and vocabulary.	Head teacher to attend SSTEW training in autumn term and feedback to staff at both schools. Staff to start implementing Spring and summer term and HT to model, monitor and improve through spring / summer term.	Sue Conron All staff	Jan 2022, April 2022, July 2022.
Improve social communication and emotional resilience.	Random Acts of Kindness Mindfulness: Yoga, Foot Spas and relaxation	Research has shown people who engage in Random Acts of Kindness appreciate happiness in others and are fulfilled more in life. Thus increasing emotional resilience. Time for children to stop, rest and find a period of calm, research shows that children who learn how to take care of their ‘Mental health’ and find time to stop and relax or more emotionally resilient when faced with challenges later in life.	EYPP children will be encouraged and supported to become involved in Random Acts of Kindness within the community and with each other. Yoga sessions, access to foot spas and relaxation techniques weekly and when needed.	Sue Conron Natalie Sinclair	July 22

Total budgeted cost					SSTEW training £280 HT time with children 6 hours a week Wanderlust Nature Study £200.
ii. Targeted support					
Desired outcome	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 ?
Improve play skills, listening and attention and vocabulary	Board Games and 1-1 reading experiences	Children appear to have poorer play skills, social communication and vocabulary Increased 1-1 time with an adult and specific time given to play basic board games with children and frequent opportunities of adults reading stories to them on a 1-1 basis is known to support	All students will be given EYPP children to work with and asked to read stories to them frequently and play board games. Lead EYPP staff will also do this throughout the year. When it is felt covid safe- volunteers will be recruited to complete the above with EYPP chn.	Students. Volunteers Vicky and Louise	July 2022
Increase life experiences and knowledge of the world and community.	Trips into the local community and possible trips to seaside or farm.	There is so much learning that children can gain from the world and their experiences within it. Children have had limited experiences during the pandemic and have lived for extended periods of their life under restrictions and lockdowns, thus significantly reducing their life experiences.	Trips will take place in the local community, ideally one every ½ term but staffing and funding is an issue. 1 other external visit will be planned out of the community depending on information given by parents and observations of chn –this will identify gaps. 1 visit to nursery by Traveling Farm	Sue Conron Natalie Sinclair Louise Cheetham	July 2022
Total budgeted cost					1 trip additional to community visits = 2 minibuses each trip = £600 for all trips. Admission cost to venue maximum cost of admissions not to exceed £20. Traveling Farm £1000

iii. Other approaches					
Desired outcome	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?
Improve / maintained good levels of attendance for EYPP children.	Close tracking and monitoring of attendance of EYPP children and various support offered appropriate to needs of family.	Those children who have consistent and good levels of attendance make more progress academically and socially than those who have sporadic and low attendance levels.	Family Support Worker to monitor and support attendee of EYPP children spend 1 hour each week every Friday Adhoc support also to be provided by FSW.	SC	Jan 2022
Total budgeted cost					FSW 1 hour every week = £15 x 39 = £585 plus ad hoc time supporting.

5. Review of expenditure				
Previous Academic Year		2020-21		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Improve communication and language / speaking.</p> <p>At least 85% of EYPP children to leave nursery in July 2020 attaining in band 40-60months for speaking. (July 2019 79%)</p>	<p>Early Talk Boost Language intervention to improve vocab and concentration and listening skills.</p>	<p>2021 Leavers: 50% (8/16 children) of 2021 Leavers were attaining in the 40-60+ development band for speaking. 4/16 were receiving support at a wave 2 level and also under speech and language. 1/16 was receiving support at wave 3 level.</p> <p>10/16 children made expected progress in speaking. 4/16 made outstanding (5 steps) progress in speaking.</p> <p>2022 87.5% of 2022 Leavers were attaining in the 30-50 development band for speaking. 4/8 children made expected progress in speaking. 2/8 made outstanding (4 steps) progress in speaking. 1/8 was receiving support at wave 3 level.</p>	<p>Early Talk Boost is an effective intervention, however during this academic year, children's attendance has been sporadic due to isolating. In January 2021 when the government announced the school closures, families chose to keep their children at home. Strategies were sent and videos recorded to support children's speaking at home. Early Talk Boost will continue for those children who require additional support in speaking within 4 weeks of the new term.</p>	<p>£1295.08</p>
<p>Improve attainment in PSED/Making Relationships.</p> <p>At least 67 % of EYPP children to leave nursery in July 2020 attaining in band 40-60 months in Making Relationships (July 19 71%)</p>	<p>Forest Fun and Forest Schools, extra access for EYPP children.</p>	<p>2021 Leavers 43.75% of EYPP children were attaining in the 40-60+ month development band. 4/16 children made expected progress in making relationships. 4/16 children made outstanding (4+ steps) progress in making relationships.</p> <p>2022 Leavers 75% of EYPP children were attaining in the 40-60+ month development band. 5/8 children made expected progress in making relationships. 2/8 children made outstanding (4 steps) progress in making relationships. 1/8 was receiving support at wave 3 level.</p>	<p>Again another very effective intervention that meets the needs of EYPP children and supports their gaps in learning and prior experiences. This is a costly intervention, ideally we would like to continue with this next year, however budget restraints may mean we need to consider a different approach.</p>	<p>£ 2, 266.32 Resources £545.23 £1701.36</p>
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on	Lessons learned (and whether you will continue with this	Cost

		pupils not eligible for PP, if appropriate.	approach)	
Average attendance of EYPP children to continue to be high at 93% by the end of July 2019. Attendance figures end of Dec 93% Attendance figures end of Spring 1 term 80%- due to the governments partial closure of schools, parents made the decision to not send their child in the first instance, this changed as the weeks went on. Having only 4 children who are eligible only accessing remote learning.	Daily support from admin staff to chase absentees. Head teacher and Assistant Head to work with families and provide individual packages of support.	<p style="text-align: center;">Average EYPP % for the year</p> <p style="text-align: center;">2021 leavers = 83%</p> <p style="text-align: center;">2022 leavers = 77%</p>	Consistent and frequent messages regarding the importance of attendance is paying off and we can see a positive impact over time. There are still some persistent absentees who despite lots of support, chasing daily etc. do not bring their child to nursery consistently. Due to nursery education not being statutory there is limited additional work we can do.	£850.68
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost