

Early Years Pupil premium strategy statement The Grove Nursery School

This statement details our school's use of early years; pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our early years pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	73
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	Dec 2022
Date on which it will be reviewed	Dec 2023
Early Years Pupil premium lead	Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Early Years Pupil premium funding allocation this academic year	£10,260
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	

Part A: Early years pupil premium strategy plan

Statement of intent

Our assessment on entry show a significant number of children are working below the level expected for their age and need additional support to ensure they are 'on track' in their learning and development by the time they start primary school.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Children have significant emotional needs
2	Children have limited vocabulary
3	Children can find it hard to maintain their attention
4	Children have limited life experiences

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
1.Children can regulate their emotions with the support of an adult.	Children can begin to recognise when they don't like something or feel unhappy and can say or indicate this [e.g. by saying 'Stop! I don't like it!' or moving away]. Children feel confident and comfortable seeking help or comfort from adults when they feel distressed or upset. Children can begin to recognise when they are feeling angry or overwhelmed and become familiar with strategies and resources that can help them to feel calmer.
2.Children know some rhymes and stories really well. They can use their imagination to tell a story as well as developing language skills.	Children can sing some songs and retell some stories. Children can tell a story using 'Tales Toolkit' and through their play. Children use more vocabulary. Children make progress in their language skills.

3.Children can maintain their attention during small group sessions.	Children can remain seated and look at items during bucket time. Children can participate during small group sessions, e.g. choosing preferred song prop when offered.
4. Children go on local trips. Parents and partner agencies [e.g. Health Visitor] visit the nursery to share information about celebrations, jobs and interests with the children.	Children develop their knowledge and understanding of the community and wider world in which they live.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff INSET	Physical Development linked to emotional regulation	1 and 2

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: SLT time, Tales' Toolkit training package, sensory resources, communication resources. £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Team around the Child/ Family meetings ensure a 'plan, do review' approach for children identified with additional needs.	Integrated working bests supports children and families who might need extra support. Meetings identify what is working well and what are we worried about. Class teachers, key people and parents are involved in identifying and implementing strategies to support children's learning and development.	1,2,3
Tales' Toolkit Training	Children develop their understanding of the component parts that make up a 'story' and extend their imagination, communication and problem-solving	2,3

	skills through regular, small-group sessions, supported by staff.	
A number of children receiving EYPP have identified social communication needs or diagnosed Autistic Spectrum Condition	Staff use a range of communication strategies . Sensory toolkits are used. Sensory toys and available. Staff feel confident to diagnose children’s speech and communication needs, discuss concerns with parents and carers and make appropriate referrals. Additional staff support children’s needs and deliver interventions such as; bucket time, people games, intensive interactions, PECS, TEACCH. The school uses a Total communication approach and holds the Enhanced Evelina Award for Communication Development.	2,3
Groups of children go on local trips and visitors are encouraged throughout the year.	Children are curious and grow in confidence when they go on trips, eg. to the market or the park. They also share their knowledge and understanding and have the opportunity to extend this by interacting with different visitors, especially parents, who share aspects of their jobs and communities, and who come to read stories and do other activities with the children.	4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4,760 SLT time for meetings, preparation and making referrals.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Termly Team Around the School Meetings with Early Help	Attendance patterns monitored with reasons for absence and any changes notified and explored.	1, 2. 3. 4
School participates in IMHARS project.	Staff mental health and wellbeing champion working through IMHARS projects and applying for funding.	1
Families signposted to Early Help services, e.g. Parenting Support.	Individual family outcomes are met.	1

Total budgeted cost: £10,260