

# Early years pupil premium strategy statement and action plan 2023 - 2024

1. Summary information					
School	Highfield Nursery School				
<b>Highfield</b>					
Academic term	2023-2024	Total EYPP budget	Autumn term £ 1940.40 Spring term £ Summer term £	Date of most recent PP Review	July 23
Total number of pupils	Autumn numbers on roll 39	Number of pupils eligible for PP	Autumn 14 Spring Summer	Date for next internal review of this strategy	Feb 24

2. Barriers to future attainment (for pupils eligible for EYPP, including high ability)	
<b>In-school barriers</b> ( <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 and low emotional wellbeing in a large percentage of children who are eligible for EYPP.
B.	Limited prior life experiences and rich learning experiences, made worse by the pandemic./cost of rising living costs.
C.	Narrow the gap between children who are eligible for EYPP compared to their peers in Maths and Reading.
D.	Low levels of communication and Language skills.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
A.	Attendance that is low and sporadic. Increasing number of children living in poverty due to cost of living rises. Impacting health, dental hygiene, diet and home living conditions. Increasing number of children living with parent/guardian whom experience low mental health and have experienced ACE's, therefore impacting on their parenting abilities.
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 all 3 aspects of PSED. Continue to follow a trauma-informed approach on an individual and small group basis.
	65% of EYPP children (2024 leavers) will be on track for PSED by July 2024

<b>B.</b>	Children to experience a range of varied, high quality real life experiences to build on and broaden their expenses – trips to local places of interests (e.g. farm, church, library, pet shop, pumpkin patch). Visitors in school to promote understanding of the world around them (e.g. police, musicians and dentist) and all EYPP children to take part in the 20 things I did before I was 5-bucket list. Taking inspiration from the <a href="https://50thingstodo.org/">https://50thingstodo.org/</a>	All EYPP children will take part in any/all school trips organised, and be included in small group teachings from visitors. All EYPP children will also complete at least a 90% of the 20 things bucket list, either at home or at school before they leave to go to school.
<b>C.</b>	Children to make rapid progress in Literacy, narrowing the gap between those eligible for EYPP and their peers. Working with senior leaders and teachers in small focussed groups and on a 1-1 basis.	To be identified end of September 2023 when looking at children's attainment levels. The gap within literacy is currently 37 Literacy: Gap less than 20% by July 2024
<b>D.</b>	Children to make rapid progress in C&L through the Early Talk Boost, initiative 'Walk and Talk' and targeted support in the form of high quality interactions and ongoing back and forth conversations, quality first storytelling, the explicit teaching of vocabulary.	65% of EYPP children (2024 leavers) will be on track for CL by July 2024
<b>E.</b>	Continue to maintain good attendance of EYPP children. Families will be supported on an individual basis, through the ongoing cost of living, minimising the impact on the child's health and well-being.	Average attendance of EYPP children to continue to be high at 85% by the end of July 2024, appropriate referrals will be made to relevant services.

<b>4. Planned expenditure</b>					
<b>Academic year</b>		<b>2023/24</b>			
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.					
<b>i. Quality of teaching for all</b>					
<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 will experience a range of varied high quality real life experiences to build on and broaden their expenses – trips to local places of interests (e.g. farm, church, library, pet shop, pumpkin patch). Visitors in school to promote understanding	<b>Visits to local areas, amenities, points of interest.</b>  <b>Visitors invited into nursery to share their expertise and knowledge.</b>  <b>20 things I did before I was five</b>	<b>Education.Gov.uk state:</b> <b>The frequency and range of children's personal experiences increases their knowledge and sense of the world around them.</b> <b>Julian Grenier national early years expert from Sheringham Nursery School. Real life experiences that improve well-being and all aspects of early child development.</b>	<b>Trips and visits will be booked in advance at the start of the academic year to ensure a range of experiences will be planned for.</b>  <b>20 things before I was 5:</b> <b>Communicate via Tapestry the rationale with parents to help them understand.</b>	<b>Steven Elvira</b> <b>Natalie</b>	<b>Feb 23</b>

of the world around them (e.g. police, musicians and dentist) Take part in 20 things I did before I was 5-bucket list.			Photos will be shared via tapestry and parents will be supported to do this. Share with staff in staff meeting. Set-time each week to ensure activities can be planned and delivered. Family support worker to work 1:1 with families that require more support in completing the activities with their child.		
Children to make rapid progress in Literacy, narrowing the gap between those eligible for EYPP and their peers.	<b>Extra shared reading sessions Red Rose Phonics Professional development training,</b>	<b>Research shows that early Literacy approaches can lead to an average impact of 4 months additional progress.</b>	<b>Small group additional shared reading sessions of no more than 6 children to be delivered at least two times a week. Additional phonic sessions.</b>	<b>Literacy Natalie</b>	<b>Feb 24</b>
Children will have higher levels of involvement that will be evident in children's play as we see the Characteristics of effective	<b>Extra support during continuous provision, modelling, perseverance etc.</b>	<b>Birth to five states that "play, time, space and freedom to follow their intentions, sustained shared thinking, and experiencing the satisfaction of meeting their own challenges and goals all contribute to development as curious, creative, resourceful and resilient learners.</b>	<b>Small group work, focusing on teamwork. Focusing on children's interests and talents to provide activities that support development of the COEL. Access to Forest School sessions.</b>	<b>Natalie Elvira Steven</b>	<b>Feb 24</b>
Cost of additional adult Grade 4 x 21 hours. Money put towards trips/experiences or full cover of the cost. Resources to deliver experiences.					<b>Total budgeted cost</b>
<b>ii. Targeted support</b>					
<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 to make rapid and sustained progress in all 3 aspects of PSED.	<b>Refresh training with Jennifer Nock on attachment and trauma</b>  Jennifer Nock Training and Consultancy <a href="mailto:jennifernock@protonmail.com">jennifernock@protonmail.com</a>	<b>Jennifer Nock delivers evidence informed training to support all children and their families to overcome the attachment and trauma children and their families have been through and how to recover, learn, play and develop stable and positive personal, social and emotional development.</b>  As a school we have achieved the bronze with the JNTC.	<b>Training to all staff - February 2024.</b> Support will be delivered during adult led group activities. Specific group support delivered from senior staff. 1:1 sessions for those children identified.  Family support worker supporting parents and families.	<b>All senior staff, specifically Natalie key persons and Family support worker</b>	<b>March 24</b>  Training £90
Children to make progress in Communication and language skills, especially in speaking.	<b>Take part in the Walk and Talk Lancashire county council initiative.</b>  <a href="https://www.lancashire.gov.uk/children-education-families/early-years-childcare-and-family-support/walk-and-talk/">https://www.lancashire.gov.uk/children-education-families/early-years-childcare-and-family-support/walk-and-talk/</a>	<b>Research has proven that talking to young children during their everyday activities helps them to learn communication skills, such as : listening and attention, turn taking in a conversation and learning new words, therefore widening their vocabulary. Being outside is also good for children's wellbeing and awareness of the world around them, this is particularly prevalent in a society where children access screen time for a high percentage of their day.</b>	<b>Small groups to be taken out in the local community following the 'walk and talk' initiative. Information to be shared with parents and supported to take part in Walk and Talk at home. Small groups to access targeted support in the form of high quality interactions and ongoing back and forth conversations, quality first storytelling, the explicit teaching of vocabulary.</b>	<b>Natalie</b>  <b>Key workers</b>  <b>Michelle FSW</b>	<b>Feb 24</b>
Cost of additional adult Grade 4 x 21 hours. Money put towards staffing to facilitate walk and talks. Resources to deliver experiences.					<b>Total budgeted cost</b>
<b>iii. Other approaches</b>					
<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>
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.	Leah to monitor attendance of EYPP children Natalie to support with those Adhoc support also to be provided by FSW.	Natalie	Feb 23
Improve living conditions and improve the health and well-being of the child.	Families will be supported on an individual basis, through the fuel and food crisis, minimising the	The cost of living is rising dramatically and this is going to have significant impact on families.	Family support worker to meet with Executive Headteacher half termly to discuss EYPP progress.	Michelle	Feb 23

	impact on the child's health and well-being.				
<b>Total budgeted cost</b>					.

5. Review of expenditure -Highfield				
Previous Academic Year		2022-2023		
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
Children to make rapid and sustained progress in all 3 aspects of PSED.	<b>My happy mind programme</b>	<p>2023 leavers - Baseline data showed 20% of 2023 leavers (exc. Wave 3 SEN) to be working on track in PSED upon entering nursery.</p> <p>Data at July showed 68% of 2023 leavers (exc. Wave 3 SEN) to be on track in PSED.</p> <p>73% of non EYPP were on track in PSED when leaving nursery</p> <p>Success Criteria was for 65% of EYPP children to achieve on track in PSED – Achieved</p>	<p>The My Happy Mind programme whilst some areas and messages within the programme were relevant. It was not appropriate for nursery aged children and aimed more at primary school children, despite being sold the package as suitable for nursery. We will not be renewing membership with them. The programme did not reflect our children's needs nor our teaching approaches.</p> <p>Staff's attachment and trauma training has given them strategies to support children with PSED and help them to feel regulated and safe.</p> <p>Children's needs and circumstances vary considerable and a one size fits all is not appropriate for our school community. Children received bespoke support that reflected their needs.</p>	<p>£1000 + staff costs to deliver</p>

<p>Children will experience a range of varied high quality real life experiences – 20 things I did before I was 5 bucket list.</p>	<p><b>20 things I did before I was five</b></p>	<p>2023 Leavers 76% (19/25 children) of 2023 Leavers were on track for Communication and Language.</p> <p>2024 Leavers 75% (6/8 children) of 2024 Leavers were on track for Communication and Language.</p> <p>All EYPP children will complete at least 90% of the twenty things bucket list, either at home or at school before they leave to go to school</p>	<p>Parents were difficult to engage and despite drip feeding on Tapestry did not put any of the activities that they had completed at home. Assistant Head Teacher worked with the children to complete the majority of activities with them and give them the experiences.</p> <p>Lancashire released a Walk and Talk Scheme and we used this to take groups of EYPP children out into the community and take part in many experiences. A barrier was the frequency we were able to complete these walks due to staffing constraints and being very limited on volunteers.</p> <p>Events/trips were organised visits from people in the community such as pumpkin picking, xmas elves, visiting the local park, going to our local care home and day centre to sing with xmas songs, caterpillar life cycle, which all children benefitted from</p>	<p>£ 2, 266.32 Resources £545.23</p> <p>£1701.36</p>
<p>Children to make rapid progress in Maths and Reading, narrowing the gap between those eligible for EYPP and their peers.</p>	<p><b>Extra shared reading sessions Supersonic Phonics Professional development training, specifically for maths-evidenced by the EEF</b></p>	<p>Non EYPP 68% on track in Maths &amp;68% on track in Literacy</p> <p>EYPP Children 64% on track in Maths &amp; 76% on track in literacy</p> <p>Success Criteria was for Literacy: Gap less than 10% Maths: Gap less than 10%</p>	<p>Staff worked with small groups of children to deliver additional phonics and maths sessions each week.</p> <p>EYPP children were targeted during continuous provision to ensure they were accessing literacy and maths provision, that were being modelled by staff.</p> <p>Students were targeted with additional reading with EYPP children</p> <p>Staff attended training in the new Super Sonic Phonics scheme- whilst literacy progress has been great, supersonic phonic programme did not have suitable coverage for phase 1 phonics. We will be switching to red rose phonics in September.</p>	
<p><b>ii. Targeted support</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

Children to make rapid and sustained progress in all 3 aspects of PSED.	<b>My happy mind programme</b>	<b>1:1 sessions for those children identified. Family support worker sharing with parents.</b>	Family support worker has worked with many families where mental health of parents is an issue and this can impact upon children's behaviour. Family Support worker has shown families My Happy Mind but they are not in the right place to engage with it. Parents have needed signposting to mental health services and GP which FSW has supported with.	£850.68
Children will experience a range of varied high quality real life experiences – 20 things I did before I was 5 bucket list.	<b>20 things I did before I was five</b>	<b>Family support worker to work 1:1 with families that require more support in completing the activities with their child.</b>	Family support worker has supported many families whose children are eligible for EYPP the support given has been around financial, mental health, domestic abuse etc. She has been able to support a small number of families with ways that they can develop their interactions and support them taking their child out into the community. Due to heavy work load the FSW unable to support all EYPP families with activities.	
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

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.	2023 leavers had an average of 80.2% attendance.  2024 leavers had an average of 80.4% attendance	The effects of the pandemic continues to impact on attendance. Children have a lower immunity and parents have become over cautious at sending their child into nursery when they are okay and maybe just have a running nose.	Cost of family support worker time  Admin monitoring and chasing absentees.
Improve living conditions and improve the health and well-being of the child.	Families will be supported on an individual basis, through the fuel and food crisis, minimising the impact on the child's health and well-being.			

6. Review of expenditure - Highfield Nursery School				
Previous Academic Year		2020-21		
iv. 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>Children experience learning through the outdoors, real experiences within the world.</p>	<p>By following training and ideas from the Wanderlust Child Nature Study.</p>	<p>Children who met the EYPP criteria experienced outdoor learning each week with a senior member of staff or experienced practitioner. Children experienced activities and learning from the Wanderlust scheme and expanded on the children's interests. These small groups often included some of our vulnerable children who were not eligible for EYPP.</p> <p>EYPP children took part in a visit to Smithill's farm and parents were invited also. This was a wonderful day for the children who got to see and touch animals that they had only ever seen photos of. Unfortunately we were unable to organise the second trip due to availability of venues, transport and both nursery schools. In place of the visit to the garden centre to see the Christmas displays, we organised an outdoor forest fun session with a Christmas theme, drank hot chocolate and sang Christmas songs together. EYPP children also went into the community several times to walk our nursery dog or walk to the pet shop to buy things that the dog would need.</p> <p>All EYPP children took part in baking sessions and made a number of things from pizza to cakes. All the children enjoyed baking and other children from nursery would often want to join in too. Progression was not written down and so this will be incorporated in future to show progression of skills.</p>	<p>The children really enjoyed the wanderlust project and this is something that we will use across the nursery to foster a love of learning outdoors and to encourage children to connect with the natural world around them.</p> <p>Visits to particular place (school trips) need to be planned well in advance, possibly at the beginning of the year, and perhaps each nursery school plans their own to make logistics easier.</p> <p>The children love to bake and cook and we will continue with this approach. It can be difficult with just one member of staff, a volunteer to help with these sessions would be useful.</p> <p>The children enjoyed their visit to the farm with their family as many of the children had not experienced this before.</p>	<p>Farm trip £433.50 entrance £350 coach</p> <p>Ingredients £70</p>
<p>Improve speaking, communication and vocabulary.</p>	<p><b>Embed the approaches of sustained shared thinking in particular the early reading and expressive vocabulary areas.</b></p>	<p>72 % of EYPP were on track to achieve in communication and language and 12% were working towards. These figures include 5 complex SEND children.</p> <p>Due to staff absence SSTEWS did not take place until later in the academic year. Head teacher was also unable to attend SSTEWS training due to ill health and then cancellation of the training. This was however monitored with regular walkthroughs and feedback given to practitioners. As a nursery we had a push on reading so this impacted positively upon all children including the use of the borrowing library.</p>	<p>SSTEWS will continue to a focus for next year as it is a good tool to assess practitioner input and what needs to be done better. Head Teacher will attend SSTEWS training</p>	<p>Resources £200</p>
<p>Improve social communication and emotional resilience.</p>	<p><b>Random Acts of Kindness</b></p>	<p>Random acts of kindness took place internally this year as children were encouraged to show kindness to their peers and staff. PSED was low for these children at the beginning of the year and so we had to start with a lot of the basics and build from there.</p> <p>When appropriate children accessed additional interventions to support C&amp;L such as Early Talk Boost and Bucket Time along with Chattering Chimps</p>	<p>We will continue to encourage children to be involved in Random acts of Kindness and extend this to our local community. Children will be encouraged to think about the feelings of others.</p>	

<b>v. Targeted Support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria?</b> Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improve play skills, listening and attention and vocabulary	Board Games and 1-1 reading experiences	Children developed important play and social skills from the games such as waiting their turn, winning, losing and turn taking. Attention was also developed both with the games and reading sessions as length of book or complexity/length of game was increased over time. Every new student was advised who needed additional support and EYPP children were given to teaching students as their focus children.	This approach will continue as children enjoy playing the games with a trusted adult. They also enjoy snuggling up with an adult and a book	Cost of new board games £40
Increase life experiences and knowledge of the world and community.	Trips into the local community and possible trips to seaside or farm.	Children took part in walking the nursery dog in the local community and visits to the pet shop to buy things that the dog needs. When out with children we talked about what was around us and children were always keen to point out places of interest relevant to them.  Children who are eligible for EYPP were invited on a trip to the farm along with a parent. This was an enjoyable experience and offered the opportunity to children to see and touch the animals.	Cost of large trips is expensive and it is hard to get volunteers to support.	Cost of coach, visit to the trip.

<b>i. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria?</b> Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
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.	Family support worker focused upon families whose children had low attendance and provided support when necessary. Some children were given additional sessions without charge in order to support with attendance.  Several children were given targeted support which included the FSW collecting the children to bring them to nursery, paying for bus passes and or nursery providing lunch and additional sessions FOC  Attendance over the year for EYPP children was 76.64%.	Family support worker left part way through the year and new FSW recruited.  Some families are very resistant to outside support and even with support offered have not used it	£585  Cost of admin to contact absentees  Bus passes £40.60  Lunches £30 Lunchtime sessions £5 x 13=£35