Pupil premium strategy statement – Hedon Nursery School

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

It outlines our 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	62
Proportion (%) of pupil premium eligible pupils	12.9%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2024 - 2027
Date this statement was published	October 2024
Date on which it will be reviewed	January 2025
Statement authorised by	Claire White
Pupil premium lead	Amy Gawthorpe
Governor / Trustee lead	Kim Dallimore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1224.00
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£1224.00

Part A: Pupil premium strategy plan

Statement of intent

At Hedon Nursery School, our aim is for all children to make good progress from their individual starting points across all areas of the curriculum, irrespective of their backgrounds or the challenges they may face during their time with us. Our Early Years Pupil Premium (EYPP) strategy aims to support all children at risk of disadvantage to achieve that goal, make good progress from their starting points and have aspirations. This includes the progress made by pupils who are already high attaining to ensure that they continue to make progress irrespective of their starting point. We ensure that any difference in achievement and opportunity between those children who are disadvantaged and those who are not, is diminished.

We are committed to supporting all children within our nursery and we will take into account of potential barriers and challenges faced by our vulnerable and disadvantaged pupils. For example, children with identified SEND, lower parental skills or aspirations due to lack of wider experiences and support (family learning opportunities, mental health support, or housing). Many of children who are entering our EYFS provision with EYPP have considerably underdeveloped communication and language skills and personal, social and emotional development skills.

At Hedon Nursery School our commitment is to ensure that we provide a safe, stimulating learning environment with high quality provision and interactions whereby all children make at least good progress and leave our setting well equipped for their next stage in their learning journey. Our belief is that, "children come first and everything we do must reflect this single goal." High quality teaching is at the heart of everything we do, with a focus being on what our disadvantaged pupils and their families require support with academically and holistically. We ensure that children are exposed to a language-rich environment through quality interactions, songs and stories alongside more tailored small group activities to develop vocabulary and expressive language skills. Many of our pupils require support to improve their executive function skills, such as concentration, inhibition control and self-regulation. We will offer structured activities like memory games, sorting activities and problem-solving tasks, along with consistent routines and a trauma informed practise, will help children develop focus and emotional wellbeing.

We recognise that some of our pupils have limited access to wider life experiences and opportunities compared to their peers. We will strive to provide enriching opportunities through visits to community spaces, as well as in-school activities with visits from a range of inspirational occupations, emergency services and community figures. This will broaden their experiences and understanding of the world. It will also boost their confidence, creativity and ambition.

We also prioritise outdoor play to develop physical skills, core strength, and emotional regulation. By investing heavily into redesigning the outdoor area ensuring regular access

to outdoor learning environments including Forest School, we can help children build motor skills through physical challenges and creative play.

To support our families, we will offer opportunities for them to come into the nursery and learn alongside their child through workshops, stay and play sessions and the use of quality home learning resources. This partnership will empower parents to support their child's development at home.

In response to the cost of living crisis, we will connect families with local services that provide additional support such as the children's centre and facilitate access for all families to benefit from our Eco Pantry.

Time is spent understanding the potential barriers to a child making progress and their gaps in learning are identified which then allows funding is allocated accordingly, with the most experienced staff supporting. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time, non-disadvantaged pupils will also benefit. Our approach is responsive to the needs of the children and with careful planning and monitoring, we ensure that the allocation of funding is highly effective and is making a difference to individuals.

Through these efforts, we aim to ensure that children receiving EYPP have the skills and support needed to thrive and meet their full potential.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations on entry indicate underdeveloped expressive language skills and vocabulary gaps among many disadvantaged pupils. Low communication and language skills can affect all areas of the curriculum.
2	Some children experience a lack of opportunities to experience the wider world.
3	50% of EYPP pupils have additional SEND
4	Some children are finding it difficult to express their emotions appropriately and regulate their feelings which are impacting on their behaviour, self-confidence and relationships.
5	On entry observations and assessments indicate low executive function skills.

6	Some children lack opportunities to experience extended periods of outdoor play. This in turn leads to a lack of fine and gross motor skills, poor core strength, and emotional dis-regulation.
7	Parenting- some low aspirations and experiences are limited.
8	Cost of living crisis
9	Families- poor parental mental health, social isolation and lack of family networks, poor housing situations and domestic abuse.
10	Attendance rate for those eligible for the grant has greatly improved but is lower than their peers

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
Increased outcomes in Communication and Language to reduce the number of 'word poor' children.	Assessment outcomes in Communication and Language increase for individual children. All children will make progress with their language and communication skills, additional support will be in place to overcome barriers. Children observed using wider vocabulary influenced by core texts and tiered curriculum vocabulary. The gap between pupil premium and non-pupil premium is reduced according to age related expectation data. Children are identified in 2yr provision as possible EYPP, allowing for early identification to possible challenges and provision put into place early to support these children.
Children to have greater opportunities of experiences of the wider world	Increased outcomes across the curriculum but particularly in Communication and Language and Understanding the World.

Increased attainment in PSED in particular managing feelings and behaviour	Assessment outcomes in PSED increase. Children able to express their emotions effectively and utilise strategies enabling them to begin to regulate.
Children to have access a wider range of outdoor physical challenges, increasing in upper body and core strength as well as fine and gross motor.	Increased outcomes in physical development and pre-writing skillls.
Ensure families are supported, needs are quickly identified. Signposting to Children's Centre and other services are made. Support groups are in place (Food Pantry, Baby & Toddler). Referrals to services increased and attendance at support group targeted.	Families with Children eligible for the EYPP will have support networks and access to early interventions.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training to introduce Launchpad for Literacy. Regular staff meetings to implement and embed into daily practice.	Systematic, skill-based approach that will: •improve outcomes in the Early Years and beyond by creating firm foundations and a broad base of readiness, addressing whole school attainment issues from the 'bottom-up.' •identify and close specific skill gaps with individuals and vulnerable groups, assessing, tracking and quantifying the process of closing the gap. •identify speech, language and other developmental needs as soon as possible and to embed specific skill-based	1, 3, 5

Further CPD for staff on Helicopter Stories - Increase oracy. Storytelling and performing confidence together with knowledge of the structure of stories. Core Texts –Children develop familiarity and a love for reading, wider vocabulary and storytelling language. Question prompts (Bloom's and metacognitive) around the setting to improve thinking and communication skills. Adults to be trained in the Sustained Shared Thinking approach and metacognition to extend children's conversations and interactions. Further training on Blanks level of questioning – specifically for 2 year olds. Introduce vocabulary linked to core texts. Peep sessions to be implemented with parents during Stay and Plays and during our Baby and Toddler groups covering routines	intervention into practice and 'Quality First Teaching.' •have a greater level of diagnostic capability, establishing reasons and solutions to underpin informed interventions when literacy acquisition is problematic. Vivian Gussin-Paley "...an approach that can enable even the quietest child to develop their personal, social and emotional skills while boosting language and literacy. "Teach Early Years" EEF Teaching and Learning toolkit. Impact proven and supported by SALT "Sustained shared thinking occurs when two or more individuals work together" in an intellectual way to solve a problem, clarify a concept, evaluate an activity, extend a narrative etc." Research from Effective Provision of Pre-School Education (EPPE). Work from Vygotsky's 'Zone of Proximal Development' and REPEY research. Research indicates Blanks level of questioning has a significant impact on the acquisition of new vocabulary to allow children to retell stories and relate to experiences.	
Continued brain led, Trauma Informed training with Dr Kate Margerson Continue to embed Sunshine Circles into the	Additional opportunities to apply trauma informed practice. Additional high quality CPD for staff through Kate Margeson's Nurture training.	3, 4, 7, 9

daily routine and staff to develop a wider range of trauma informed activities based on the needs of the children in their key groups. Giving all staff the confidence and learn how to give every child the essential foundations they need to succeed. Schema CPD for all staff. Research and use of Thrive approach Peep sessions to be implemented with parents during Stay and Plays and during our Baby and Toddler groups covering routines, behaviour and child development. Embedding the teaching of behaviour and emotions Develop toolkit of strategies and resources to support children in crisis Auditing and monitoring levels of wellbeing and involvement Adapted teaching and challenge to maximise opportunities to impact progress	Schemas are mental structures that organise knowledge and guide behaviour (Piaget, 1936/1952). Research on schemas by Chris Athey, Bruner, Bruce and Vygotsky. Peeple research: Show that Peep: -helps children develop strong foundations for language, literacy, and self-esteem - improving outcomes for all, but with the greatest impact for the most disadvantaged, -successfully reaches families and engages them in their children's learning, -helps parents become more aware of their children's development and how to foster it, -contributes to parents' and children's confidence in themselves as learners, and to parents' employability, -enables practitioners from a wide range of professions to develop new skills and fresh approaches to share ideas and unlock parents' potential. Leuven Scales, ECERS & ITERS	
Staff CPD on Executive function and Metacognition	"Learning and teaching should not stand on opposite banks and just watch the river flow by; instead, they should embark together on a journey down the water. Through an active, reciprocal exchange, teaching can strengthen learning and how to learn." Malaguzzi	4, 5

	EEF Vygotsky Karl Pribram 1973 Russel Barkley	
Staff CPD on PEEP (Learning Together Programme) approach. Implement these sessions weekly into Stay and Plays with parents and Baby and Toddler groups.	Learning Together Programme research suggests it contributes to: -strong parent-child relationships -increased parental knowledge and confidence in how to support their child's learning and play in day-to-day life, from birth to school -children's personal, social and emotional development, communication and language, early literacy, early maths, and health and physical development.	1, 4, 5, 6, 7, 9
Staff CPD Forest School skills principles and practice, early skills with tools and development off-site learning and practitioner confidence and expertise and use of new outdoor area	EEF Sara Knight 'Such enthusiasm – a joy to see' An evaluation of Forest School in England NEF research	1, 2, 4, 5, 6
Explore the cultural capital of our cohort through developing parent partnerships, sharing home knowledge through Home Learning Tasks, Tapestry, questionnaire and social media – using this information to inform our practise and provision and experiences. Additional staff to enable access to enhanced provision. Additional experiences – music, art, sculpture, yoga and singing. Sharing parent skills and expertise – gardening, singing, sewing, languages and culture, sensory experiences.	"Some children arrive at an early years setting with different experiences from others, in their learning and play. What a setting does, through EYFS curriculum and interactions with practitioners potentially makes all the difference to children. It is the role of the setting to help the children experience the awe and wonder of the world in which they live, through the seven areas of learning" OFSTED Bordieu Reggio Emilia- inter-relationships between the three subjects of education, families, children and educators	1, 2, 3, 7, 8, 9

PEEP Stay and Plays and PEEP Baby and Toddler groups. Trips in to the local community – road safety, community events and celebrations		

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
PEEP Baby and Toddler weekly sessions. Trips in to the local community – road safety, community events and celebrations Parent workshops, Curriculum workshops, Stay and Reads		1, 3, 6, 8, 9
Staff to continue to develop their knowledge on theories of sensory integration and sensory processing. Increase staff knowledge of how to support individuals to make progress in their learning. Education Psychologist training on sensory needs	Sensory Circuits Nurture Brain stem development SALT	1, 3
Introduction of Boromi Bags - Play Library. Children will be able to take home high quality resources to share with parents/carers to develop key skills and develop language. 2 year old- play library bags to be developed and	"Boromi are experts in the field of creating playful ideas and innovative products that will simplify the ways that parents can play and interact with their children to support their development. Inspiring a playful mindset that feels accessible and exciting" Save the Children	1, 2, 3, 7, 8

introduced to early identify our EYPP children as they move into 3/4 provision Develop sensory play bags that are developmentally appropriate for some of our EYPP children	"Play is the work of childhood" Piaget	
Key vocabulary and sustained shared thinking questions displayed in the setting to improved language and questioning Identify more able EYPP	Vygotsky - Zone of Proximal Development Siraj-Blatchford et al Use of EYPP to diminish the difference ensuring that children from the least advantaged backgrounds are supported to attain and progress at the same rate as their more advantaged peers	1, 5

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Eco and Ethical pantry for all families Ensure that families are supported and that needs are identified quickly. Sign positing to external services; Children's Centre etc Supporting and empowering families with positive parenting strategies Providing nursery coats, wellies and clothing for wet or messy activities	Cost of living crisis Families have needs identified prior pre-threshold, preventing the need for children to be on CP and reducing the revolving door effect. Reducing aspects of disadvantage allowing children to make progress and attainment in the prime areas of learning Peeple- PEEP Learning Together Programme Mindful parenting could sustain and impact a child's ability to understand and develop their own self-regulation (Steinberg, 2004: Kabat-Zinn 1997	2, 7, 8, 9

Providing experiences that may be otherwise unaffordable for individuals Signposting to charity funding, benefits and local discounts	"Poverty has negative impacts on children's health, social, emotional and cognitive development, behaviour and educational outcomes" Health Scotland Savethechildren.org "Experiencing poverty at the start of life and in early childhood can be highly damaging, with potentially profound effects on children's long term well-being and opportunities" Nuffieldfoundation.org	
Stay and play sessions offered to parents at different times and on different days of the week		7,9
Daily / weekly monitoring. Follow up calls, offer of support, changing sessions, signposting to support services. Unpicking of barriers.	Improved attendance, improved outcomes and progress for children.	10
Continue to develop further Emotional Literacy and managing feelings; Working in partnership with the Children's Centre and developing a toolkit for anxiety/trauma/mental health.	Research states 'when a child has experienced neglect, trauma, abuse or pain these difficulties may be severe. Symptoms may include defiance, aggression, controlling behaviour, attention seeking, lack of empathy and withdrawn' Children may suffer from attachment issues. Nurture Training-Kate Margarson	4,5
Complete renovation of outdoor area to provide a natural environment enabling opportunities to challenge children, improve physical skills and emotional regulation	"The child should experience nature 'in all its aspects – form, energy, sub-stance, sound and colour" Froebel	6
Develop and embed growth mind set, metacognition skills within daily practise and interactions.	Theory of growth mindset Carol Dweck	4, 5

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.