

EARLY YEARS pupil premium strategy statement – Moorlands Nursery School 2024-2025

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 (PAN number) | 60 |
| Proportion (%) of pupil premium eligible pupils | 45% EYPP / 0% PP |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024-2025 |
| Date this statement was published | April 2024 |
| Date on which it will be reviewed | April 2025 |
| Statement authorised by | W Brooks |
| Pupil premium lead | W Brooks |
| Governor / Trustee lead | Janine Collins |

Funding overview

| Detail | Amount |
|--|---|
| Early Years Pupil Premium funding allocation this academic year Block 1 April – July 2024 Block 2 September – December 2024 Block 3 January – March 2025 Total | £3642.08 £2427.60 + £714 £2244 £9027.68 |
| Recovery premium funding allocation this academic year | £0 |
| Early Years pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £1376.10 (money owed 2022-23) £4132.05 (money owed 2023-24) |

Part A: EARLY YEARS pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all areas of the Early Years and Foundation Stage curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

We will consider the challenges faced by all vulnerable pupils. The activity we have outlined in this statement is intended to support children's needs, regardless of whether they are disadvantaged or not.

High-quality teaching and provision are at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our nursery.

Our approach will be responsive to common challenges and individual needs, rooted in robust knowledge of our children through key worker relationships and diagnostic assessment, not assumptions about the impact of disadvantage. We will:

- ensure disadvantaged pupils are challenged within the provisions we offer
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' achievements in Early Years.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Children enter nursery with very limited communication and language skills. |
| 2 | Children enter with very limited personal, social and emotional development. |
| 3 | Children often come from vulnerable families / socio-economic backgrounds, affecting well-being and opportunities for a strong early start in life. |
| 4 | Children struggle to self-regulate emotions and feelings, which has a significant impact on mental health. |

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. To improve opportunities and skills in communication and language. | Data shows good levels of progress in communication and language from relative starting points for individual children. |
| 2. To develop children's independence to build confidence as part of social-emotional development. | Children can hang up their coats, self-register, follow instructions, identify their names and complete age-appropriate tasks independently ready for the next stage. |
| 3. To provide a wide range of curriculum opportunities to meet the specific needs of disadvantaged children. | Curriculum and learning environment offer a broad range of opportunities. Adaptations support meeting needs of disadvantaged. |
| 4. To develop children's understanding of emotions and self-regulation techniques. | Children can name feelings and have at least one self-regulation technique that supports them emotionally. |

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7752.15

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <i>Developing the SEND curriculum to support all disadvantaged children communicate both verbally and non-verbally.</i> | Growing number of disadvantaged children have SEND needs around communication and language. Without developing a curriculum and curriculum resources to cater for non-verbal to verbal, children will not be able to extend their vocabulary and communication skills. | 1 |

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

Budgeted cost: £3141.60

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|--------------------------------------|
| <i>Communication Programme (launch Jan 2024)</i> | Increasing numbers of children who attend the nursery have no or limited communication. Beyond the involvement with SALT, the nursery believes a tailored programme for our children will enhance communication skills and increase success in next stages of education as a result. | 1 3 |

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

Budgeted cost: £3642.08

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|--------------------------------------|
| Toothbrushes and tooth paste to promote good oral health. | Children provided with essential resources to promote good oral health, following learning about teeth and how to care for their health. Children can now put into practice what they have been shown because all have a toothbrush and paste. | 2 and 3 |
| Personalised resources to support self-regulation e.g. sensory garden development. | With children finding it a struggle to self-regulate their emotions and feelings, personalised resources have been created to match individual need. Children can now access a personalised sensory resource that supports them in their own self-regulation in a way that works for the individual child. | 4 |

Total budgeted cost: £14,535.83

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pre-school nursery setting does not have statutory data for pupil outcomes.

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 |
|-----------|----------|
| | |