

Early Years Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Flagg Nursery School
Number of pupils in school	59
Proportion (%) of pupil premium eligible pupils	5% (1 child EYPP and 8 FSM/V2F)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24 2024-25
Date this statement was published	December 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Sarah Brown
Pupil premium lead	Sarah Brown
Governor / Trustee lead	Helen Woodruff

Funding

Detail	Amount
Pupil premium funding allocation academic year 2022-23	£1027.80

Early Years Pupil premium strategy plan

Statement of intent

To ensure that children in receipt of pupil premium funding are able to access their learning with the same freedom that their peers do. Any obstacles that present challenges based on their vulnerable grouping, will be removed and a fully inclusive learning environment, with high aspirations for all, will prevail.

Our Early Years Pupil Premium Strategy works towards achieving this inclusivity by addressing specific barriers to progress, support with emotional regulation, access to high quality outdoor education, intervention sessions to support communication and physical development.

Challenges

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

Challenge number	Detail of challenge
1	Poor emotional regulation
2	Poor speech and language development
3	Poor physical development
4	Lack of 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
Greater self-regulation within social situations and growing confidence and self-esteem. Intervention groups support with the development of co and self-regulation.	Social and personal progress is made for those children who find emotional regulation difficult to manage.
For children to access ECaT groups to support their development, enabling them to communicate more effectively	Increased rates of progress for children where speech and language has been a barrier to learning.
For families to feel a sense of pride in the achievements of their children and celebrate attainment with a view to future success	Family engagement through Class Dojo and attendance at consultations and events. Positive family feedback in relation to pupil progress and engagement.

<p>For children to access ECaM groups to support their physical development, enabling them to strengthen their core strength, increase balance and coordination.</p>	<p>Increased rates of progress for children where aspects of physical development have been a barrier to learning.</p>
<p>Children have daily access to a diverse and creative outdoor experience and attend outdoor groups (including Forest School sessions) to develop a love for nature and to learn outdoor skills, e.g. to ride a bike.</p>	<p>Progress is demonstrated through data analysis and well-being is assessed as higher using the Leuven scales. Families are supported to understand and appreciate outdoor play/learning.</p>

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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training within school, costing CPD time.	Data and research driven.	1
ECaT/ ECaM input for every child in need, is accessed regularly throughout each week This requires one trained member of staff	National and local authority recognition, as well as data informed.	2 and 3
CHCS- sport specialist or dance specialist in 1x week	Mental and physical health focus – national agenda.	3
Access to Forest Schools and all outdoor curriculum spaces. Purchasing of resources for outdoor natural spaces, to increase engagement	Mental and physical health focus – national agenda.	1,3 and 4

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Group weekly Educational psychologist support	Research based approach and data driven	1
Squiggle While You Wiggle training to develop pre-writing skills. All staff	Data driven evidence to support the impact of intensive input	3

Staff training on trauma informed practice	Inclusive approach by all staff for all children, impacts on the whole school values and ethos	1
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
School trips, sports day, strawberry fayre- all with no charge	Widening experiences for children who need it and being part of a community for parents and child.	4
Class Dojo has been used to maintain daily contact with vulnerable families	Regular access to contact reduces isolation and anxiety, thus improving relationships and wellbeing.	1 and 4
All staff have been trained and are now 'Trauma Aware'.	Increased knowledge and understanding of personal and social behaviours in and out of school, supports empowerment and self-regulation.	1

Total budgeted cost falls within the CPD budget

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

During 2022-23 we had 2 children in receipt of pupil premium funding and 15 others in receipt of vulnerable 2-year-old funding or free school meals. Data on our tracker shows that they made similar rates of progress to our non-pupil premium children.

Further information

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

- A broad curriculum, promoting compassion, inclusion and respect for all.
- We use the Leuven scales to monitor and assess well-being and involvement in learning.
- Curriculum based interventions to boost attainment and accelerate progress for all children.
- Trained support staff for speech, language and communication and physical development (ECaT and ECaM).
- Fully differentiated continuous provision, with a focus on caring, collaborative, creative and critical learners.