



Early Years Pupil Premium Action Plan Academic Year 2024-2025

Early Years Pupil Premium is a supplement fund the nursery school receives to target the most disadvantaged children. For those children who are eligible the school will receive a supplementary amount of £387.60 per child per year. This funding is available for 2, 3 and 4 year olds.

| Autumn 2023 | | Spring 2025 | | Summer 2025 | |
|-----------------------------|---------------|-----------------------------|---------------|-----------------------------|----------------|
| Number of children on roll | 68 | Number of children on roll | 83 | Number of children on roll | 86 |
| Number of children eligible | 30 | Number of children eligible | 30 | Number of children eligible | 33 |
| % of cohort | 44% | % of cohort | 37% | % of cohort | 38% |
| Predicted | £4,284 | Predicted | £3,682 | Predicted | 4,039 |
| Annual Total | | | | | £12,006 |

Barriers to attainment; issues that can be addressed in school

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| A | Children enter nursery with communication and language skills that are developmentally lower than age related expectations. |
| B | Children enter nursery without the skills to regulate their emotions. |
| C | Individual barriers to learning which are identified during baseline assessments. |

External barriers; issues that can be addressed through partnerships

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| D | Children enter nursery with limited first hand experiences and limited access to wider opportunities. |
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Desired outcomes

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| A | Children show improved speaking and listening skills. |
| B | Children demonstrate higher levels of emotional resilience and well being. |
| C | Narrow the gap between children with access to EYPP and their peers. |
| D | Children access a broad and balanced curriculum rich with first hand experiences. |

Planned Expenditure

Quality of Provision

| Actions | Rationale | Impact |
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| <p>To provide children with first hand experiences as part of a broad and balanced curriculum to enhance their learning experience (for example, Forest School experience).</p> <p>To work alongside professionals across the sector to provide opportunities for children above and beyond those offered within</p> | <p>Staff will develop planning and curriculum documents to provide a focus on first hand experiences across all curriculum areas.</p> <p>All staff have a shared understanding of the importance of first hand experiences.</p> <p>Activities such as forest school and Tiny Treeties will enhance the curriculum offer.</p> | |

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| <p>the day to day school curriculum (for example, Tiny Tweeties).</p> <p>To provide opportunities to allow children to access wider curriculum opportunities to enhance their curriculum offer through maximising links with the local area through visits etc.</p> <p>To ensure staffing ratio's within 2 year old provision remain at 1:4 wherever possible to ensure quality of teaching and learning is of a high standard.</p> | <p>Increased staffing ratios to allow for local walks and visits where seen to provide an enhancement to the children's curriculum offer.</p> <p>Monitoring and evaluation within the 2 year old provision enables staff to assess quality of provision against ratios to ensure best possible offer to children.</p> | |
| <p>Budget Allocation: £4,000</p> | | |

| <p>Targeted interventions</p> | | |
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| <p>Actions</p> | <p>Rationale</p> | <p>Impact</p> |
| <p>To provide interventions in addition to quality first teaching to support the language and communication development of children displaying delayed development (for example, see and learn, BLAST).</p> <p>To provide a high level of adult support for children, where appropriate, to meet their additional needs (mainly physical or social and emotional)</p> | <p>EEF evidence supports the development of children's language and communication skills through talking and non verbal expression:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches?utm_source=/education-evidence/early-years-toolkit/communication-and-language-approaches&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p>To allow all children to have access to the same provision, it is important to ensure all children are given the opportunity to be fully involved. For some children, this may require a higher level of adult support at times. This is required to support a high level / variety of SEND and additional needs.</p> | |
| <p>Budget Allocation £6,006</p> | | |

| Parental Engagement | | |
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| Actions | Rationale | Impact |
| <p>To provide support through structured family learning for parents around parenting techniques (for example, to support emotional regulation) through the nurture programme.</p> <p>To work alongside parents through a structured programme to support communication and language development in young children (First Words Together).</p> | <p>EEF evidence supports the importance of addressing children's social and emotional needs to further impact on their wider learning and development:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies</p> <p>Working with parents to support barriers to children's education is paramount:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</p> <p>Due to a cohort of children entering nursery with low language and communication skills, support from home is paramount to enable these children to develop skills and close the gaps with their peers. This can sometimes require specific intervention and support to parents and carers in the form of a structured programme delivered by nursery staff familiar to the child and family.</p> | |
| Budget Allocation: £2,000 | | |

Total budget Spend: £12,006