

Midland Road Nursery School

EARLY YEARS PUPIL PREMIUM STRATEGY STATEMENT 2024-2025

School overview

| Detail | Data |
|-----------------------------------|------------------------------------|
| Date this statement was published | 16/10/2024 |
| Date on which it will be reviewed | Autumn 2025 |
| Statement authorised by | Governing body 16/10/24 |
| Pupil premium lead | S.Butterworth – Deputy Headteacher |
| Named Governor | K.Welsh |

Vision Statement

At Midland Road Nursery School we aim to empower and support children to live well, reach their full potential and fulfil their dreams.

The information below details our school's use of pupil premium funding and sets out our pupil premium strategy. It demonstrates how the money we spend supports our vision statement, through improving and enhancing our facilities, equipment and learning experiences for eligible children. We aim to spend pupil premium funding in ways that help narrow the attainment gap that can occur between young children from low-income families and their peers. More information about the Early Years Pupil Premium (EYPP) is available at www.early-education.org.uk/eypb-basics

The statement also explains the effect that last year's spending of pupil premium had within our school.

Strategic Objective for Pupil Premium Spending

- To close the attainment gap between children from low-income, disadvantaged families and their peers.

*Evidence to support reasoning behind strategy interventions is taken from the Education Endowment Foundation's Early Years Toolkit.

April 2024 EYPP Eligibility also includes children attending on a 2 year old funded place if the family match the criteria for the Early Years Pupil; Premium Online checker.

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Barriers to Learning

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

| Barrier | Detail of barrier to learning |
|---------|--|
| 1 | Speech, language and communication difficulties |
| 2 | Low self-confidence and self-esteem |
| 3 | Difficulties in emotional literacy self-regulation and managing feelings |
| 4 | Physical difficulties and lack of regular access to outdoor space |
| 5 | Lack of experiences in the wider world |
| 6 | Limited access to a wide range of sensory equipment, resources and experiences |
| 7 | Inconsistent attendance at school |

Intended outcomes – 2024 - 2025

The table below 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.

| Detail | Data |
|---|----------------|
| Total Number of Children on roll | Autumn Term 83 |
| Total Number of Eligible EYPP Children | Approx 15 |
| Proportion of Pupil Premium Eligible Children | 18% |
| Funding for the Autumn Term | £1500 |
| Funding for the Spring Term | £ |
| Funding for the Summer Term | £ |
| Total Budget for this Academic Year | £ |

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|---|--|--|--|---|--|---|--|--|
| <p>TEACHING (e.g, professional development, recruitment and retention)</p> | <p>Communication and Language</p> | <p>Supporting linguistic aspects teaching and modelling vocabulary and language</p> | <p>Speech, language and communication difficulties Difficulties in emotional literacy, self-regulation and managing feelings</p> | <p>Makaton Launch pad for Literacy Early Years Evidence Store EEF</p> | <p>Very high impact +7 months</p> | <p>Training Session Weekly Makaton Tutor support Release time for staff to create resources</p> | <p>£425 Training session Weekly visits £300 Makaton Aware £50 Makaton Cards £100 Materials for visual resources £100</p> | <p>Effective teaching and modelling of vocabulary and language through a combination of explicit and implicit strategies. Children’s speech and language will develop appropriately. Children will have increased abilities to express themselves.</p> |
| | <p>Early Literacy Skills</p> | <p>Daily interactive story sessions to build vocabulary</p> | <p>Speech, language and communication difficulties</p> | <p>Interactive Reading sessions Early Years Evidence Store EEF Shared reading one to one and small group</p> | <p>Moderate impact +4 months</p> | <p>Story sack resources</p> | <p>Per core text Autumn £200</p> | <p>Increased spoken interactions and communication through reading with more active child participation and increased attainment in communication and language and Literacy</p> |
| | <p>To raise children’s attainment in communication and language and improve children’s listening skills. To raise attainment in Literacy.</p> | <p>Supporting children’s learning needs Supporting Parental Engagement and Learning</p> | <p>Speech, language and communication needs Difficulties in self-regulation</p> | <p>Core story book Each half term the core story book is purchased for all EYPP eligible children and sent home. Parents are encouraged to read the book frequently with their child. Staff members record the core story for parents to watch via Learning Journals. Interactive story sessions for book gifting to support parental strategies in using children’s books.</p> | <p>High Impact +6 months Reading to young children and encouraging them to answer questions and talk about the story is an effective approach.</p> | <p>Core Story purchase Resources to support interactive reading</p> | <p>£10 per Book Autumn £300</p> | <p>Children will demonstrate age appropriate listening skills. Children will develop a love of books and be able to talk about their favourite books. Children’s communication and language will develop appropriately and children will demonstrate an increased range of vocabulary.</p> |

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| TARGETED ACADEMIC SUPPORT (e.g, tutoring, one-to-one support structured interventions) | To develop children's gross motor physical skills in line with age appropriate progress and attainment | Supporting children's learning needs | Physical Difficulties Difficulties in self-regulation. Speech, language and communication difficulties Supporting children's Social, Emotional and Mental Health | Weekly Dance for Life sessions. One staff member to lead and provide consistency for the group attending | High Impact +5 months Combining physical activity with strategies to promote self-regulation can have a positive impact on learning. | Use of the hall Lead EYP x 2 | No Cost | Children's physical skills will develop at appropriate rates. Children will demonstrate age appropriate listening skills. |
| | To develop children's language skills | Supporting children's learning needs | Speech, language and communication difficulties Difficulties in self-regulation and managing feelings Low self-confidence and self-esteem Supporting children's Social, Emotional and Mental Health. | Weekly music sessions Weekly structured music sessions. Long term planning to refer to musical development matters EYFS Song Bags for 2 year olds | High Impact +6 months | Musical Instruments Musical song books Song prop bags | £50 £30 £200 | Children's speech and language skills will develop appropriately. Children will demonstrate age appropriate listening skills. |
| | To raise children's attainment in communication and language. | Supporting children's learning needs | Physical difficulties and access to outdoor space Difficulties in self regulation and managing difficulties | Woodland and Wildlife Sessions Weekly teacher led active play sessions in woodland area with forest school activities | Moderate Impact +4 months Physical Development | Tools, waterproofs, small shed | £300 £300 | Children will demonstrate active learning skills, motivation, concentration an understanding of the world. |
| | To raise children's confidence, social skills and concentration | Supporting children's learning needs | Physical difficulties and access to outdoor space Difficulties in self regulation and managing difficulties | Woodland and Wildlife Sessions Weekly teacher led active play sessions in woodland area with forest school activities | Moderate Impact +4 months Physical Development | Tools, waterproofs, small shed | £300 £300 | Children will demonstrate active learning skills, motivation, concentration an understanding of the world. |
| WIDER STRATEGIES (for example, related to attendance, behaviour, wellbeing) | To improve attendance. | | Difficulties in self-regulation | Additional Home Visits | High Impact +5 months | Home learning packs | £150 per resource pack | Children will demonstrate age appropriate listening skills. |
| | To encourage back and forth conversation | | Supporting the Home learning environment | Additional home visits to support ongoing regular attendance and home learning. | Approaches that focus on developing | | | Children's attendance will |

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|---|--|---|---|--|---|--|--|
| <p>between children and their parents. To develop parental confidence in supporting children's learning at home. To raise attainment in Literacy and EAD.</p> <p>To raise children's attainment in communication and language and develop listening skills.</p> <p>To encourage parental engagement and confidence</p> <p>To promote language skills and understanding the world-Real life learning experiences</p> | <p>Supporting children's learning needs</p> <p>Supporting parental engagement</p> <p>Widening children's life experience</p> | <p>Increase parental engagement</p> <p>Inconsistent attendance at school</p> <p>Speech, language and communication difficulties</p> <p>Lack of experiences in the wider world</p> <p>Speech, language and communication difficulties</p> <p>Supporting children's social, emotional and mental health</p> | <p>Sensory based home learning packs provided. Staff will demonstrate and model use of the resources during home visits.</p> <p>Early Words Together Parents invited to weekly sessions with their child with resources linked to Core Story Text</p> <p>Trips and visits</p> <p>Visit from Yorkshire Owl Experience Cinema Trip</p> <p>Visit from Junk Orchestra</p> <p>Living Eggs</p> <p>Farm Visit</p> <p>Bridlington Seaside Trip</p> | <p>parents own skills can have a high positive impact.</p> <p>Early Literacy approaches +4 months</p> <p>Communication and Language Approaches +7 months</p> <p>High Impact</p> <p>+6 months</p> | <p>Farm</p> <p>Transport to seaside</p> | <p>£150 per resource pack</p> <p><u>Autumn Term 2024</u></p> <p>Owl £210 £10 per child £150</p> <p><u>Spring Term</u></p> <p>£685 £294</p> <p><u>Summer term</u></p> <p>£720</p> <p>£950 coach</p> | <p>improve.</p> <p>Children will develop a love of books and be able to talk about their favourite books.</p> <p>Children's communication and language will develop appropriately and children will demonstrate an increased range of vocabulary.</p> <p>Children's communication and language skills will be improved.</p> <p>Increased Parental engagement</p> |
| <p>Total Spending</p> | <p style="text-align: right;">Autumn Term £1470.00</p> | | | | | | |

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Part B: Review of outcomes in the previous academic year

Pupil premium strategy Impact Report

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

| Number of children accessing EYPP funding in 2023-2024 | | EYPP Funding received |
|---|----|------------------------------|
| Autumn term | 20 | £2000 |
| Spring Term | 21 | £2100 |
| Summer term | 36 | £3600 |
| Total EYPP funding received: | | £7700 |

Impact of Strategies

| Expenditure of EYPP funding 2023-2024 | | Impact of EYPP interventions |
|--|---|---|
| Wildlife and Woodland | All EYPP children were able to join in with weekly wildlife and woodland sessions learning and using forest school skills of den-making and playing with natural resources, engaging in woodcraft and fire activities | <p>Attainment in the prime areas was broadly in line with the overall average of the entire group. With 56% achieving age related expectation across the prime areas and literacy and maths. EYPP children did most well in PD with 78% achieving expected level of development. This was slightly lower than the whole cohort.</p> <p>66% of children accessing pupil premium funding achieved expected attainment in Communication and Language. This attainment was similar for Expressive arts and design. 50% of children accessing pupil premium spending made expected attainment in Literacy compared to the overall group, who had expected or above expected progress of 40%. Areas of learning to be targeted include Literacy, PSED and Understanding the world.</p> <p>Attendance of EYPP children was monitored across 3 terms with improvements seen across the year as a whole.</p> |
| Music Sessions | All EYPP children were able to access weekly music sessions with singing and movement and use of percussion. | |
| Core story books | All EYPP children were provided with copies of the core story each half term to take home and read with their parents, to improve literacy skills and support the home learning environment. | |
| Trips | EYPP children were funded for transport and entry tickets for theatre and seaside trips along with parents and siblings. EYPP children joined in with visits to school from The Owl Man, Mobile farm, Junk orchestra | |
| Additional home visits with home learning | EYPP children were provided with home learning packs on home visits for use at home to support literacy and creative skills during transition points and when attendance issues arose | |

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Externally provided programmes

| Programme | Provider |
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|-----------|----------|