



Early Years Pupil Premium Strategy Statement

This statement details our nursery's use of early years pupil premium funding to help improve the education we provide for disadvantaged children.

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 early years pupil premium had within our nursery.

School overview

Detail	Data
School name	Seaham Harbour Nursery School
Number of children in nursery	Autumn 2021 106 in total 33 - 2's, 73 - 3&4's Spring 2022 112 in total 23- 2's, 89 - 3 &4's Summer 2022 114 in total 20-2's, 94 -3&4's
Proportion (%) of children eligible for early years pupil premium	Autumn 2021 17% (=18 children) Spring 2022 18% (=20 children) Summer 2022 24% (=28 children)
Academic year/years that our current early years pupil premium strategy plan covers	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	January 2022, April 2022, June 2022
Statement authorised by	
Early years pupil premium lead	Headteacher – Carole Scott
Governor lead	Stephen Brown

Funding overview

Detail	Amount
Early years pupil premium funding allocation this academic year OR termly	<ul style="list-style-type: none"> • Autumn 2021 (14 weeks) 18 children (actual) £1995.45 • Spring 2022 (11 weeks) 20.children (actual) £1749.00 • Summer 2022 (13 weeks) 28 children (actual) £3276.00
Early Years pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year	£7020.45 Total Amount EYPP Funding (based on actuals for Autumn , Spring and Summer)

Part A: Early Years pupil premium strategy plan

Statement of intent

Our entry data/assessments show that many children including those from the EYPP group start nursery at significantly below or below age related expectations in all areas of learning.

We also see children whose well-being and self-esteem is particularly low and recognise the highly negative impact this has on their potential; to learn. In response to this analysis we are committed to help all children achieve their full potential by providing a high quality rich environment delivered through high quality teaching and learning experiences.

The 3 Prime areas of learning will be addressed through the EYPP funding as they are crucial to the children's wider subsequent learning and progress.

In addition, we recognise how important communication and language development is in supporting children to access the nursery curriculum and engage with peers and adults at nursery and within their home environment, without these skills children are unable to flourish and take ownership of their learning.

At Seaham Harbour Nursery School we see raising the attainment of disadvantaged children as part of our commitment to help all children to achieve their full potential by:

- promoting an ethos of attainment for all pupils
- focusing on high quality teaching and learning and effectively deploying staff to support disadvantaged children
- working with families to develop their skills and knowledge in helping their children to play and learn

Challenges

This details the key challenges that we have identified among our disadvantaged children.

Challenge number	Detail of challenge
1	Communication and Language development are below age related expectations.
2	Life experiences/cultural awareness are limited; this may be more noticeable this year due to the Coronavirus pandemic.
3	Other curriculum areas identified o entry are less developed and are often below age related expectations (eg social skills, self help skills, physical skills)a
4	Some parents have low parenting skills/knowledge of child development, encouragement to engage and enjoy quality time with their children needs

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
For children's communication and language skills to improve and develop	<ul style="list-style-type: none"> • More children will meet at least age related expectations in communication and language by the end of the academic year • Children will experience a rich language based environment supported by adults
For children to be given opportunities to develop and extend their life experiences and have a wider understanding of culture in their local area	<ul style="list-style-type: none"> • More children will meet at least age related expectations in social, emotional, physical and knowledge and understanding skills by the end of the academic year • Children will experience visits outside of nursery eg beach school, walks to marina, theatre trips, library sessions etc
For parents to be given opportunities to be more informed/skilled and confident about their children's education and development	<ul style="list-style-type: none"> • More parents feel informed/skilled/confident with how young children learn and develop

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional staff employed to provide lower adult/child ratio</i>	A lower adult/child ratio provides all children with more adult attention, providing more opportunities for quality interactions and high quality play and learning experiences Targeted activities to small groups of children, extending vocabulary, language, social and communication skills	1,2,3
<i>Additional staff employed to provide additional first hand, real activities to enhance/widen life and cultural experiences</i>	Providing all children with first hand, real experiences to go out into the local area will give opportunities for quality play and learning experiences covering a range of curriculum areas including language, communication, social and physical skills, eg Beach School work, going on public transport, visiting the library, visiting the theatre etc	1,2,3

Targeted support (for example small group support, one-to-one support, structured specific learning experiences)

Budgeted cost: £ (combined with above)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staff employed to provide additional first hand, real activities to enhance/widen life and cultural experiences	Providing all children with first hand, real experiences to go out into the local area will give opportunities for quality play and learning experiences covering a range of curriculum areas including language, communication, social and physical skills, eg Beach School work, going on public	1,2,3

	transport, visiting the library, visiting the theatre etc	

Wider strategies (for example, related to encouraging good attendance in preparation for statutory schooling, behaviour, wellbeing)

Budgeted cost: £ 750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase parental involvement, knowledge and skills in their children's learning and development, through a variety of events/activities including Family workshops, Story bags, Stay and play days, Fun packs, Information leaflets, website links etc. Website activities (for activities to do at home) .	<p>Children benefit by having a wider range of experiences with a wider range of interested adults. They can consolidate knowledge and skills learnt and develop them further if a knowledgeable adult can help.</p> <p>Parents benefit as their knowledge of how young children learn develops and they have a greater understanding of how they can support and help their young children learn at home as well as at school.</p> <p>School benefit as the relationships between staff and parents increase, engagement is higher and valued and a common approach is encouraged.</p>	1,2,3,4

Total budgeted cost: £ 7250

Part B: Review of outcomes in the previous academic year

Early years pupil premium strategy outcomes

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

EYPP Strategy Evaluation 2020-2021

Throughout this academic year, due to COVID-19, the children's attendance was affected by bubble closures and self isolation periods, therefore their education was interrupted. Evaluations of EYPP strategies have been made through observations. We have reported on PRIME areas only

End of year attainment 2020-2021 89 pupils in total (25 EYPP = 28%)i			
% achieving age related expectations or above		Pupils eligible for EYPP	Non EYPP pupils
	PSED	12%	19%
	C&L	24%	26%
	PD	44%	41%
% achieving at least good progress from their starting point			
	PSED	79%	84%
	C&L	81%	88%
	PD	82%	82%
End of year attendance 2020-2021			
Average % of attendance		Pupils eligible for EYPP	Non EYPP pupils
		%	%

Part C: Governance – monitoring the effectiveness of the Early Years Pupil Premium Strategy

Activity	Autumn 2021 Evaluation	Date
<i>Teaching Priorities</i>		
<i>Targeted Academic Support</i>		
<i>Wider Strategies</i>		

Activity	Spring 2022 Evaluation	Date
<i>Teaching Priorities</i>		
<i>Targeted Academic Support</i>		
<i>Wider Strategies</i>		

Activity	Summer 2022 Evaluation	Date
<i>Teaching Priorities</i>	<p>All children across whole school have had opportunities to experience being out in the community covering a range of curriculum areas and activities, through additional adult support and intervention work.</p> <p>Activities have included weekly library visits, weekly beach school visits, using public transport, walking into the community, visiting shops and visiting theatre. Learning experiences have covered a range of curriculum areas including the development of language and communication, social skills and physical skills.</p> <p>Parental engagement has increased as more parents engaged in the online learning journals commenting on and adding to their child's learning journal. Many added photographs and comments of activities/learning opportunities they had done with their child at home.</p> <p>Reading folders/book bags were introduced and well used at home with families sharing stories together at home. Some families enrolled their children at the library and regularly borrowed books.</p>	September 2022
<i>Targeted Academic Support</i>		
<i>Wider Strategies</i>		