



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 2022 90 in total 42 - 2's, 48 - 3&4's Spring 2023 96 in total 37- 2's, 59 – 3&4's Summer 2023 100 in total 34 – 2's, 66 – 3&4's
Proportion (%) of children eligible for early years pupil premium	Autumn 2022 12% (= 11 children) actual Spring 2023 11% (= 11 children) actual Summer 2023 15 % (= 15 children) actual
Academic year/years that our current early years pupil premium strategy plan covers	2022-2023
Date this statement was published	November 2022
Date on which it will be reviewed	January 2023, April 2023, June 2023
Statement authorised by	
Early years pupil premium lead	Headteacher – Carole Scott
Governor lead	Stephen Brown

Funding overview

Detail	Amount
<p>Early years pupil premium funding allocation this academic year OR termly</p> <p>Calculation is worked out at</p> <ul style="list-style-type: none"> • Autumn 2022 (14 weeks) 11 children (actual) @ £9 per week • Spring 2023 (11 weeks) 11 children (estimate) @£9 per week • Summer 2023 (13 weeks) 15 children (estimate) @£9 per week 	<ul style="list-style-type: none"> • £1386 (actual) • £1089 (actual) • £1755 (actual)
<p>Early Years pupil premium funding carried forward from previous years (enter £0 if not applicable)</p>	<p>£0.00</p>
<p>Total budget for this academic year Total Amount EYPP Funding (based on actuals for Autumn and Spring and estimate for Summer)</p>	<ul style="list-style-type: none"> • £4230

Part A: Early Years pupil premium strategy plan

Statement of intent

Our ultimate objective for all children, including those who are disadvantaged, is that they are supported to achieve their full potential, while developing the skills to become lifelong learners. We want children to feel safe and secure, and to have a sense of well-being, in an environment where they can express themselves and feel valued.

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.

Our EYPP strategy supports our children through ensuring they have high quality teaching and learning experiences, both within nursery and at home, supported by adults who understand their needs and development. Our strategy helps to teach parents and carers how to engage and develop their child's play and learning..

Through our strategy we recognise the importance of children accessing their local environment and the people within it. A sense of community, and where you belong, is essential and we aim to support this through our intended outcomes for children.

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

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.

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	Access to rich learning opportunities that support cultural capital and a sense of community.
3	Other curriculum areas identified on entry are less developed and are often below age related expectations (eg social skills, self help skills, physical skills)
4	Access to high quality learning experiences at home, that promote literacy, alongside all other areas of learning

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, allowing them to be confident to talk with peers and familiar adults	<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 • Children will effectively express their needs and wishes to those around them • Children will use a wide range of vocabulary within their play situations
For children to be given opportunities to develop and extend their life experiences and have a wider understanding of culture in their local area and community	<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 regular visits outside of nursery eg beach school, walks to marina, theatre trips, library sessions etc
For children to access and take part, in home learning opportunities which support literacy	<ul style="list-style-type: none"> • More parents feel informed/skilled/confident with how young children learn and develop • Regular information around supporting areas of the curriculum will be shared with parents and families

	<ul style="list-style-type: none"> • Increased parental understanding of how to support literacy skills • Children will demonstrate an enjoyment of books, stories and rhymes
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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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy and pre-reading training for staff and associated resources	<p>The importance of literacy in early childhood is crucial to the child's future academic success. Literacy is essential to developing a strong sense of well-being and citizenship. Children who have developed strong reading skills perform better in school and have a healthier self-image. They become lifelong learners and sought-after employees.</p> <p>EEF evidence link https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</p>	1,4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staff employed to provide additional first hand, real activities and supporting planned visits to the local community and widen life and cultural experiences	<p>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</p>	1,2,3,4

	<p>on public transport, visiting the library, visiting the theatre etc</p> <p>This will enrich the children's experiences and provide opportunities to develop communication and language beyond the nursery environment.</p> <p>Providing adults who are knowledgeable in the local area and can support the visits by adding local knowledge will add to the children's experiences</p>	
Additional staff employed to provide lower adult/child ratio	<p>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</p> <p>It provides increased opportunities for role modelling and targeted individual support</p>	1,2,3,4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase parental involvement, knowledge and skills in their children's learning and development, through a variety of events/activities including workshops, story bags, Stay and play days, Activity fun packs, library books and bags, song and rhyme booklet, leaflets, website links</p>	<p>There has been much research completed, including the EPPE and EPPSE projects showing the positive impact of the home learning environment on outcomes for children. The benefits impact on the children, families and staff of the setting</p> <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> <p>EEF Link below</p>	1,2,3,4

etc. Website activities (for activities to do at home) .	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement	

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 2021 to 2022 academic year.

EYPP Strategy Evaluation 2021-2022

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.

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.

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.

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.

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

Activity	Autumn 2022 Evaluation	Date
<i>Teaching Priorities</i>	<ul style="list-style-type: none"> Additional staff provided opportunities for quality interactions and high-quality play and learning experiences for children in small groups Targeted group activities provided to identified children in small groups/individual work extending vocabulary, language, social and communication skills Group activities included Autumn stories Exploring the environment - garden in autumn Transient art using autumnal materials collected in the garden Printing using autumnal materials Group board games 	8/12/2022
<i>Targeted Academic Support</i>		
<i>Wider Strategies</i>		
Activity	Spring 2023 Evaluation	Date
<i>Teaching Priorities</i>	<ul style="list-style-type: none"> Targeted group activities provided to identified children in small groups/individual work extending vocabulary, language, social and communication skills All children have access to books for sharing at home A series of nursery rhyme and song booklets have been produced for all children to share at home. Children and families together are sharing rhymes and songs more, children are more familiar with rhymes and songs Group activities included Stories linked to food Various cooking activities including making toast, icing and decorating cakes, making butter icing, cutting and chopping fruit, baking bread, baking cakes Visiting shops to buy ingredients Visiting café Clay activities Mud Kitchen activities Looking at sculptures in the local environment 	16/3/2023
<i>Targeted Academic Support</i>		
<i>Wider Strategies</i>		

Activity	Summer 2023 Evaluation	Date																
<i>Teaching Priorities</i>	<ul style="list-style-type: none"> Targeted group activities provided to identified children in small groups/individual work extending vocabulary, language, social and communication skills All children have access to Beach School work, visiting Beach over a term in groups. Activities included Cairn Building, Kite Making, Rock Pooling, Rock Climbing, Den Making, Sandcastle Building All children have access to weekly Library visits over the term 	1/9/2023																
<i>Targeted Academic Support</i>																		
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