



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	<p>Autumn 2023 100 in total 52 - 2's, 48 - 3&4's</p> <p>Spring 2024 in total ...- 2's, ... – 3&4's</p> <p>Summer 2024 in total – 2's, – 3&4's</p>
Proportion (%) of children eligible for early years pupil premium	<p>Autumn 2023 7% (= 7 children) actual</p> <p>Spring 2024 ...% (= ... children) actual</p> <p>Summer 2024 ... % (= children) actual</p>
Academic year/years that our current early years pupil premium strategy plan covers	2023-2024
Date this statement was published	November 2023
Date on which it will be reviewed	January 2024, April 2024, June 2024
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 23 (14.weeks) 7 children (actual) @ £9.90 per week • Spring 2024 (11 weeks) 10 children (estimate) @£9.90 per week • Summer 2024 (13 weeks) 10 children (estimate) @£9.90 per week 	<ul style="list-style-type: none"> • £970.20 (actual) • £1089 (estimate) • £1287 (estimate)
Early Years pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<p>Total budget for this academic year</p> <p>Total Amount EYPP Funding (based on actuals for Autumn and Spring and estimate for Summer)</p>	£3346.20

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	Some children are finding it difficult to express their emotions and feelings in an appropriate way. To ensure that children are effectively supported to regulate their emotions and behaviour.
3	Access to rich learning opportunities that support cultural capital and a sense of community.
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 supported in the area of self-regulation	<ul style="list-style-type: none"> • More children will meet at least age-related expectations in PSED by the end of the academic year • Children will recognise and name some of the common emotions • Children will be observed dealing with conflict whilst playing with peers • Children will be able to manage change and follow instructions given by familiar adults without becoming withdrawn or throwing a tantrum • Children will demonstrate reduced levels of anxiety, more easily managing change and requests
For children to be given opportunities to develop and extend their life experiences and	<ul style="list-style-type: none"> • More children will meet at least age-related expectations in social,

have a wider understanding of culture in their local area and community	<p>emotional, physical and knowledge and understanding skills by the end of the academic year</p> <ul style="list-style-type: none"> • 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 • Increased parental understanding of how to support literacy skills • Children will demonstrate an enjoyment of books, stories and rhymes

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 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. 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>	1,2,3,4
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
Increase parental involvement, knowledge and skills in their children's learning and development,	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	1,2,3,4

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

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 2022 to 2023 academic year.

EYPP Strategy Evaluation 2022-2023

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.

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

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 at home. Some families enrolled their children at the library and regularly borrowed books.

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

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

Activity	Autumn 2023 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 All children across the school visited on a bus to see a live 'Theatre Group' 	8/12/2023
<i>Targeted Academic Support</i>		
<i>Wider Strategies</i>		
Activity	Spring 2024 Evaluation	Date
<i>Teaching Priorities</i>		
<i>Targeted Academic Support</i>		
<i>Wider Strategies</i>		
Activity	Summer 2024 Evaluation	Date
<i>Teaching Priorities</i>		
<i>Targeted Academic Support</i>		
<i>Wider Strategies</i>		

