



# EYPP Strategy Plan

This statement details our school's use of the early years pupil premium funding to help improve the attainment of our disadvantaged children.

It provides detail for how we will spend the funding for this academic year and also the impact of last year's provision for the 2021, 2022 cohort.

## **Overview of school information**

<b>Tenterfield Nursery School</b>			
Number of pupils in school (N2+Deferred reception)	Autumn 2022	45 children	
	Spring 2023	55 children	
Number and proportion (%) of pupil premium eligible pupils	Autumn 2022	6 children	13%
	Spring 2023	7 children	13%
Academic year/years that our current pupil premium strategy plan covers	2022/2023		
Date this statement was published	November 2022		
Date on which it will be reviewed	July 2023		
Statement authorised by	Vicky Beare, Headteacher		
Pupil premium lead	Holly Brankin		
Governor lead	Dan Roach		

## **Funding overview**

Term	<b><u>Amount to date for year</u></b>
	£302.10 per pupil per year
EYPP funding Autumn term 22	£1812.60
EYPP funding Spring term 23	£2114.70
EYPP funding Summer term 23	

## **Statement of intent**

“Working Together so that everyone can shine.”

Our Nursery School values are at the heart of everything we do at Tenterfield.



These values are crucial in representing our commitment to providing a learning environment where all children are able to succeed, irrespective of their background or the challenges they face. We also recognise the importance of all children experiencing a high-quality nursery education and the positive impact that this has on later life.

Providing a nurturing environment for children, that is supported by key people who are attuned to their needs, is at the heart of what we provide at Tenterfield. We pride ourselves in knowing the children’s strengths and needs and provide interventions at the earliest opportunity, so they have the greatest impact for the children.

At Tenterfield Nursery School we ensure that every child has a personalised and individual learning experience with the opportunity to access and engage in rich and engaging activities which are based on their developmental needs and interests.

We offer a balance of adult led and child-initiated learning experiences, with a focus on developing communication and language skills; personal, social and emotional development; key learning dispositions and embedding core knowledge and skills that lay firm foundations for future learning.

Our approach in selecting which strategies and interventions to use is based on diagnostic research. In choosing which interventions to provide our intention is that they will also reach further and benefit a wider range of children in need of support, as well as meeting the needs of our disadvantaged children.

## Challenges

Challenge Number	Detail of challenge
1.	Observations and assessments indicate that many children have started the school with starting points that are lower than expected in Communication and Language, PSED, and self-regulation/sensory difficulties.
2.	An increasing number children with complex additional needs require support from highly skilled practitioners, so that they are safe and able to access the curriculum and make good progress.
3.	A small number of children are experiencing vulnerable family circumstances; they need a bespoke offer which will improve well-being for them and their families and enable them to make strong progress.

## Intended outcomes

Intended outcome	Success criteria
Improved social communication and self-regulation strategies and well-being so that children can communicate effectively in pro-social ways.	<ul style="list-style-type: none"> <li>• Children will form secure attachments with adults and develop positive relationships with other children.</li> <li>• Children will be better able to cope with changes in routine and transition times in their life.</li> <li>• Children will develop their listening skills and social communication skills to attend during group activities/follow instructions.</li> <li>• Children will develop self-regulation skills, develop high levels of self-esteem and learn how to co-operate and develop positive relationships with others.</li> <li>• Children will improve their attention and listening skills and their speech and language skills so that they can express their thoughts and feelings more clearly.</li> <li>• Vulnerable children and children who have experienced attachment issues and trauma will have a safe space to explore unmet needs supported by attuned adults.</li> </ul>

<p>Improved communication, language and vocabulary.</p>	<ul style="list-style-type: none"> <li>• Children’s specific speech and language needs identified, and activities completed within Nursery and shared with parents to continue learning at home.</li> <li>• Children will be able to communicate more effectively.</li> <li>• Children will make progress in IAELD assessments.</li> <li>• Children will make progress in the termly WellComm screenings.</li> </ul>
<p>Children with complex needs (also in the disadvantaged group) are fully supported to reach their potential.</p>	<ul style="list-style-type: none"> <li>• Children will be able to communicate more effectively.</li> <li>• Children will have a highly personalised curriculum which enables them to access learning opportunities that are focused on their specific learning needs.</li> <li>• Children will have a smooth transition to their next setting.</li> </ul>
<p>Children will develop their vocabulary and interest in the world from the first-hand experience of an exciting outdoor learning environment where they have freedom to explore, take risks and learn how to manage their bodies safely.</p>	<ul style="list-style-type: none"> <li>• Children will build up and extend their vocabulary to reflect their exploration of the wider world and natural environment.</li> <li>• Improved knowledge and understanding of the natural environment around them.</li> <li>• They will develop self-confidence and the curiosity to explore whilst developing their ability to adapt their behaviour to new situations.</li> </ul>
<p>Children with challenging family circumstances will have access to extended provision to provide consistency in routine with familiar adults, improved attendance and access to a wide range of learning experiences throughout the year (including holiday periods).</p>	<ul style="list-style-type: none"> <li>• Vulnerable children have longer access to provision which supports their communication and social development.</li> <li>• Children will form secure attachments with adults and develop positive relationships with other children.</li> <li>• Children will be better able to cope with changes in their life as transitions are reduced and more consistency in routine.</li> <li>• Vulnerable children and children who have experienced attachment issues and trauma will have a safe space to explore unmet needs supported by attuned adults.</li> <li>• Families are supported to return to work or gain employment.</li> </ul>

**Activity this academic year**

## Teaching (CPD)

<b>Activity</b>	<b>Evidence to support this approach</b>	<b>Challenge numbers addressed</b>
Zones of Regulation Training.	<p>Professional development for all staff is key to providing a consistent approach throughout the setting and key to raising standards in teaching and learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/early-years-evidence-store/personal-social-and-emotional-development?approach=teaching-and-modelling-managing-emotions-and-feelings">https://educationendowmentfoundation.org.uk/early-years-evidence-store/personal-social-and-emotional-development?approach=teaching-and-modelling-managing-emotions-and-feelings</a></p>	1, 2
Refresher training for staff on 'Therapeutic Approach to Behaviour' (TAB)	<p>Professional development for all staff is crucial to providing a consistent approach throughout the setting and key in raising standards in teaching and learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/early-years-evidence-store/personal-social-and-emotional-development?approach=teaching-and-modelling-managing-emotions-and-feelings">https://educationendowmentfoundation.org.uk/early-years-evidence-store/personal-social-and-emotional-development?approach=teaching-and-modelling-managing-emotions-and-feelings</a></p>	1, 2

## Targeted academic support

<b>Activity</b>	<b>Evidence to support this approach</b>	<b>Challenge numbers addressed</b>
Nurture Group	<p>The 6 principles of Nurture groups are:</p> <ul style="list-style-type: none"> <li>• Children's learning is understood developmentally.</li> <li>• The classroom offers a safe base.</li> <li>• Nurture is important for the development of self-esteem.</li> <li>• Language is understood as a vital means of communication.</li> <li>• All behaviour is communication.</li> <li>• Transitions are significant in the lives of children.</li> </ul> <p>Evidence consistently shows that supporting young children's PSED is effective.</p> <p>There is a growing body of evidence to support individual PSED approaches.</p> <p>However, the evidence is most reliable when approaches are applied together.</p> <p>These approaches can underpin academic or cognitive dimensions of learning. PSED includes social and emotional learning (SEL) and a child's ability to self-regulate. PSED approaches might seek to improve children's emotional awareness and competence in the way they interact with peers, parents and other adults. PSED approaches also seek to improve children's understanding and awareness of their bodies and their independence in terms of taking care of themselves; as such PSED is closely linked to children's physical development.</p>	1, 2, 3

	<p>There are multiple meta-analyses and systematic reviews that demonstrate that PSED interventions have a positive impact on young children’s social competence, emotional competence, self-regulation and learning. Children can benefit in terms of recognising, expressing and regulating emotions as well developing their ability to collaborate, negotiate and solve problems with others. Some PSED approaches may particularly benefit children experiencing disadvantage.</p> <p><a href="https://educationendowmentfoundation.org.uk/early-years-evidence-store/personal-social-and-emotional-development">https://educationendowmentfoundation.org.uk/early-years-evidence-store/personal-social-and-emotional-development</a></p>	
<p>Communication groups (Attention and Listening, Speech, WellComm)</p>	<p>Overall, studies of communication and language approaches consistently show benefits for young children’s learning. This finding is based on multiple systematic reviews, meta-analyses and randomised controlled trials. These approaches can have a positive impact on various aspects of language and communication, including children’s spoken language skills and comprehension. All children appear to benefit, but some studies suggest that it is particularly important to use these approaches with children from socio-economically disadvantaged backgrounds, who often start with early years providers at an earlier stage in their language development.</p> <p><a href="https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language">https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language</a></p>	<p>1, 2</p>
<p>Targeted 1:1 support from specialist SEND LSA.</p>	<ul style="list-style-type: none"> <li>• Evidence consistently shows that communication and language approaches benefit young children’s learning.</li> <li>• Using multiple approaches will support the development of children’s communication and language.</li> </ul> <p>There are many activities that expose children to rich vocabulary and language such as reading books and pretend play. These activities are important but how the adult engages with the child during these activities is key. The quality of language heard and used by the child during an activity can be enhanced by the adult using approaches and practices to further the learning opportunity.</p> <p>Communication and language approaches involve intentionally acting to develop young children’s understanding of language and their ability and confidence to use language, and other strategies, to communicate effectively. They are based on the idea that children’s language development benefits from approaches that support communication through talking and non-verbal expression.</p> <p>Communication and language approaches in the early years can be grouped and include:</p> <p>Approaches that support the linguistic aspects of communication through:</p> <ul style="list-style-type: none"> <li>• teaching and modelling vocabulary; and</li> </ul>	<p>1, 2</p>

	<ul style="list-style-type: none"> <li>teaching and modelling language.</li> </ul> <p>Approaches that simultaneously support both cognitive and linguistic aspects of communication through:</p> <ul style="list-style-type: none"> <li>interactive reading; and</li> <li>teaching through collaborative talk.</li> </ul> <p>Approaches that support the physical aspects of communication through:</p> <ul style="list-style-type: none"> <li>teaching and modelling social communication skills.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language">https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language</a></p>	
--	--	--

### Wider strategies

Activity	Evidence to support this approach	Challenge numbers addressed
Forest School	<p>Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> <li>Confidence: children had the freedom, time and space to learn and demonstrate independence</li> <li>Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</li> <li>Communication: language development was prompted by the children’s sensory experiences</li> <li>Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</li> <li>Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</li> <li>Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment</li> </ul> <p><a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/schools-impact-on-young-children-in-england-and-wales/</a></p>	1
Funded additional hours.  Starting Nursery Earlier.	<p>Increasing the amount of early years education that a child receives has a positive effect on their learning with an average impact of an additional four months’ progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/extra-hours">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/extra-hours</a></p> <p>Beginning early years education at a younger age appears to have a high positive impact on learning outcomes. It is estimated that children who start to attend an early years setting before turning</p>	1, 3

	<p>three make approximately six additional months' progress compared to those who start a year later. Positive effects have been detected for early reading outcomes in the first year of primary school and moderate to high effects have been detected for early language and number skills. There are some indications that the impact of high-quality early years provision is particularly positive for children from low-income families.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/earlier-starting-age">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/earlier-starting-age</a></p> <p>There is strong evidence that there is a link between low family income and poor academic outcomes. By supporting children with free additional hours attendance will improve and parents may have an opportunity to gain employment</p> <p><a href="https://www.lse.ac.uk/business/consulting/assets/documents/closing-gaps">https://www.lse.ac.uk/business/consulting/assets/documents/closing-gaps</a><a href="https://www.lse.ac.uk/business/consulting/assets/documents/closing-gaps-early.pdf">https://www.lse.ac.uk/business/consulting/assets/documents/closing-gaps-early.pdf</a></p>	
--	--	--

**Total budgeted cost approx: £6400**



**Part B: Review of outcomes in the previous academic year  
2021,2022 Pupil Premium Strategy outcomes**

**End of year attainment data:**

For EYPP children on our SEND register, 1:1 Support provided pupils with SEN opportunity to access full nursery provision, building on behaviour strategies and supporting emotional well-being. SEND strategy training and specific courses (e.g. autism bucket ) have increased knowledge for staff to improve outcomes. Bucket time intervention groups supported children with self-regulation and their ability to share and take turns.

Our nurture group provision has supported children to manage emotions in pro social ways. Improved social skills have provided children with the ability to self-regulate, using communication skills to explain how they are feeling and choose strategies to help keep them calm. Resources were purchased to support sensory experiences as well as motivators and toys which support children's attention and listening particularly during group times or adult led activities.

Our fortnightly forest school sessions allowed children to explore the awe and wonder of our natural world. Children have freedom to explore, take risks and learn how to manage their bodies safely. They developed self-confidence and the curiosity to explore whilst developing their ability to adapt their behaviour to new situations. Children build and extend vocabulary to reflect their exploration of the wider world and natural environment.

WellComm has made a significant positive impact on pupil's communication and language. Resources have enabled screening to identify and support children having difficulty in developing language skills. Key people are confident in the delivery of WellComm through support from our SENCo. Our total communication approach ensures children are continually exposed to open questions, rich vocabulary, enriched environment with opportunities for pupils to use Communication and Language skills continuously which are appropriate to their age and stage of development.

Progress for many children was disrupted by Covid 19. Whilst the nursery remained fully open, there were high levels of absence due to illness and some sessions were reduced due to staffing shortages during the Spring term. The school worked hard to provide children and families with alternative options to access the curriculum offering a range of home learning through recorded sessions on the website, personalised home learning bags and online sessions for story and rhyme time. This blended approach was well received by parents and ensured that children's opportunities to learn and families remaining engaged with the school were highly effective even during challenging times.