

Haven Nursery School Early Years Pupil Premium Spend Review 2021/2022

At Haven, children who are in receipt of Early Year Pupil Premium are supported to thrive and achieve their potential through the provision of a high quality nursery environment and quality first teaching, which responds to each child's individual needs.

EYPP is used to provide nursery staff with appropriate resources, programmes and training to help children make at least the expected progress in their learning and development.

A range of strategies and resources are employed to meet the needs of different children. Some children's individual needs are met through adults spending special time in with the child and/ or the family or providing advice and support. Some children benefit from additional learning interventions and individual, differentiated support and resources.

A significant proportion of children at Haven including those in receipt of EYPP need targeted support to develop their language and communication skills. A number of children in receipt of EYPP have identified social communication needs. We have also identified that a more of our young children, including those in receipt of EYPP, need intervention and support in the area of Personal, Social and Emotional Development.

As we are a Nursery School numbers of children in receipt of EYPP can vary considerably from term to term. This is due new intakes starting termly, as well as eligibility being based on the age of the child.

Funding Details

Term	Number of children	Amount
Autumn	29	£3108.98
Spring	42	£4106.08
Summer	46	£4768

Total EYPP 2021/22 - £11,983.06

How was it used?	The 'so what?'
To support children to develop characteristics of effective learning and independence skills when starting nursery ○ High adult: child ratio to provide additional support to children in a range of ways, including delivering in small group time and social support throughout child initiated learning ○ Purchase of turn taking games and adult support to participate in them to promote development of PSED and CL skills.	- Formative assessment showed that our most disadvantaged children made good progress in personal, social and emotional development - High quality provision to promote independence available throughout the nursery and practitioners worked with targeted groups of children through adult directed turn taking games
To deliver specific and targeted ELSA to identified children ○ Training of EY ELSA ○ Resourcing ELSA room (Woodland Room) and provision to support specific sessions ○ Individual ELSA sessions for identified children regularly ○ Nurture groups for identified children to take place weekly ○ High adult: child ratio to support emotional literacy development and co-regulation in the nursery	- EY ELSA was trained and accredited - ELSA provision was set up (Woodland room) and resourcing tailored to meet the identified needs of the cohort - Focussed intervention was in place in the form of individual ELSA programmes and small group nurture sessions. These were accessed by a number of children in receipt of EYPP. Children accessing these made accelerated progress with their self-regulation skills (assessed through individual target trackers) - Analysis of CPOMs showed that self-regulation had improved across the nursery and that children were able to implement strategies within their play to support their learning behaviours
To ensure all children have access to snacks throughout the day to ensure children are ready to learn ○ Snack provided throughout each session with children being allowed extra servings when needed. This will include a fruit/ veg option as well as a carbohydrate based food such as breadsticks, crumpets or toast.	- Snack menu was revised and children were offered greater choice of foods which promoted healthy eating habits - Some of our most vulnerable children should positive improvements in learning behaviours as they were in a place to learn - Consistent member of staff delivered snack time which ensured

○ Children will be involved in the prep of snacks to promote healthy eating habits <i>NB a discretionary consumables charge of £10 per half term for each 15 hours attended is asked for from all parents which also contributes towards snack costs. Children in receipt of EYPP may be exempt from this charge</i>	all children accessed snack and teaching of healthy food habits could be delivered - Children were involved in the preparation of snack which empowered them and saw a large number of children trying new foods - Parents reported that children were trying a wider range of fruits and vegetables at home after exploring this at nursery - Children who require alternative communication aids were fully supporting in making choices of snack with aids accessible continually
To train all staff in attachment and trauma aware schooling ○ Children to have regular access to time in and sensory diets ○ ATAS training for 5 members of staff which can then be cascaded to staff throughout the nursery ○ Small group activities using additional staff to support and scaffold children's social and emotional skills as well as specific gaps in their learning – with key people and/or EY ELSA ○ ELSA session for identify children ○ Establishment of time in spaces to ensure appropriate space and resourcing to support children ○ High adult: child ratio to support emotional literacy development and co-regulation in the nursery	- Lead team training in ATAS and cascaded training throughout the nursery - Emotion coaching embedded as a way of supporting children to self-regulate. Majority of children are making expected or better progress with self-regulation in play - CPOMs analysis showed a significant decrease in behaviour related incidents, particularly for our most disadvantaged children - Children making good progress in all areas of learning due to feeling safe and secure within the nursery environment - Parent feedback indicated that the vast majority of children felt safe attending nursery
To improve communication skills for children To develop Haven's approach to closing the word gap To improve speech and language progress and outcomes for our children ○ Employing a Speech and Language Therapist to work within Haven full time to assess and work with children as well as support staff	- Children with an identified speech and language need are having regular access to therapy delivered by a trained speech and language therapist. Progress is monitored and reviewed regularly - All children are making expected or better progress from their individual starting points. However, a number of children were not on

○ Whole staff training from speech and language therapist ○ Individual and small group interventions to support speech and language and communication development ○ Makaton resources and aided language boards throughout the nursery to support communication. ○ PECS resources for continuous provision ○ High adult: child ratio to support speech and language opportunities in the nursery	track for communication and language at the end of their developmental milestone. This has informed strategy statement for this year. - The learning environment is appropriately resourced with communication aids to meet each child's individual needs. These are regularly updated and matched to the needs and interests of children, meaning all children have access to effective early years curriculum tailored to their need - Children who use PECs as a communication means have access to motivating and meaningful resources throughout the play. The majority of children are making excellent progress in this area
To improve physical development outcomes for children with EYPP ○ New soft play to be built to support opportunities for gross motor development indoors ○ 'Finger Gym' resources purchased to develop fine motor control ○ Purchase of large equipment for outdoor play	- Soft play has been developed and is regularly accessed to support both physical development and emotional regulation - Fine motor control provision is accessible throughout the continuous provision and access to this ensures children make progress in the learning. This is demonstrated through pupil progress. Targeted groups are receiving intervention to support with fine motor development where identified. All children are making progress from their individual starting points
To mitigate against the social and developmental delays as seen as a result of the pandemic ○ Curriculum enhancements such as baking and cooking ingredients, planting materials. ○ Using outside providers to enhance our curriculum and provide children with more awe and wonder opportunities e.g. ducklings.	- Children had access to a range of extra curriculum experiences, such as ducklings which enhanced their breadth of experience - Children accessed Forest School on a regular basis - Targeted support was in place for all children. Majority of children made accelerated progress from their individual starting point

○ Children will have access to additional Forest School Sessions	
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