



Haven Nursery School Early Years Pupil Premium Strategy 2025/2026

At Haven we have high expectations of all children; regardless of their socio-economic background, race, religion or educational need. Our objective is to use this funding to raise the attainment, aspirations and outcomes of our disadvantaged children. The aim will be to help our disadvantaged children achieve in line with their non-disadvantaged peers, putting them in the best position possible to move into statutory education.

As a nursery school we are unsure of the numbers of children eligible for Early Years Pupil Premium (EYPP) or disadvantaged 2-year-old offer each year due to intakes beginning each term as well as EYPP being based on age of the children. We are therefore unable to make any firm financial commitments. We continually review and update our strategy throughout the year as new children join us each term (and are identified as eligible for Early Years Pupil Premium funding). Funding information below will be updated termly.

Autumn Term – *TBC*

Spring Term – *TBC*

Summer Term – *TBC*

We have identified potential barriers to learning for eligible children and our intent, implementation and impact approach to address these.

Barrier to Learning	Intent	Implementation	Impact
Readiness for Nursery/ learning – many children need support to develop characteristics of effective learning and independence skills when starting nursery. This is particularly prevalent in the current cost of living crisis	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 -Staff training	-Children will develop CoEL and be able to engage well in learning opportunities -Children will feel safe and secure in their environment -Children will have gained independence and be achieving well in PSED areas of learning

			-Children will be school ready by the time they transition to statutory educations
SEMH of some children and the understanding of emotional literacy for some children means they are unable to access learning effectively	To deliver specific and targeted ELSA to identified children	-Supervision 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	-Children will be better able to articulate their emotions -Children will have learnt strategies to begin to manage their emotions with adult support -Children will be happier and more able to make progress in their learning -Children will be benefitting from more focused intervention
Some children arrive at Nursery hungry and are therefore not ready to learn	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 and veg option as well as carbohydrate and protein based food. -Children will be involved in the prep of snacks to promote healthy eating habits <i>NB a discretionary consumables charge is asked for from all parents which also contributes towards snack costs. Children in receipt of EYPP may be exempt from this charge</i>	-Children will be ready to access their environment and learn -Children will be developing a knowledge of keeping themselves healthy
Poor self-regulation skills amongst some children that impede their ability to access the curriculum	Children to have regular access to time in and sensory diets	-Practitioner training in sensory stories, sensory circuits and TAC-PAC (to be able to provide appropriate invention to the individual)	-All staff will use an attachment and trauma informed approach and

		-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 -High adult: child ratio to support emotional literacy development and co-regulation in the nursery	- emotion coaching to support regulation of children -Children will make good progress in PSSED -A wider range of options to support co and self-regulation will mean the needs of our children are met in more effective ways -Children will be happier and feel safe and secure in their environment
Significant numbers of pupils have difficulties with speech and language and delayed communication skills and this has an impact upon progress across the curriculum	- 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 -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	-Children will make good progress in their speech, language and communication development and will have been assessed and planned for accurately -Increased practitioner knowledge will lead to better outcomes for children -More time for universal high quality interactions between practitioners and children -Children's needs will be met better due to appropriate resources

			-Communication friendly environment will be prevalent throughout the nursery and will support children in achieving better outcomes
Limited life experiences for some children e.g. looking after a pet, baking, gardening, visits in the wider community. Some families have struggled with work life balance and usual family opportunities, such as mealtimes, may have been forgotten.	To mitigate against the social and developmental delays as seen as a result of socio-economic status and the impact of the cost of living crisis	-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, farm -Children will have access to additional Forest School Sessions. <i>NB a discretionary consumables charge of £30 per term for each 15 hours attended is asked for from all parents. Children in receipt of EYPP may be exempt from this charge and EYPP money used to supplement this.</i> -Increase number of lunchtime supervisors to support development of good eating and socialising habits and to increase quality throughout day as practitioners will not take breaks at other times	-Children will have had access to a wide range of extra-curricular which will improve SEMH and outcomes for children -Better eating and socialisation of children -Needs of children being met more effectively due to increase capacity of staff throughout the day

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