Midland Road Nursery School EARLY YEARS PUPIL PREMIUM STRATEGY STATEMENT 2023-2024

School overview

Detail	Data
Date this statement was published	10/2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Governing body 04/10/23
Pupil premium lead	S.Butterworth – Assistant Head teacher
Named Governor	K.Welsh

Vision Statement

At Midland Road Nursery School we aim to empower and support children to live well, reach their full potential and fulfil their dreams.

The information below details our school's use of pupil premium funding and sets out our pupil premium strategy. It demonstrates how the money we spend supports our vision statement, through improving and enhancing our facilities, equipment and learning experiences for eligible children. We aim to spend pupil premium funding in ways that help narrow the attainment gap that can occur between young children from low-income families and their peers. More information about the Early Years Pupil Premium (EYPP) is available at www.early-education.org.uk/eypp-basics

The statement also explains the effect that last year's spending of pupil premium had within our school.

Strategic Objective for Pupil Premium Spending

• To close the attainment gap between children from low-income, disadvantaged families and their peers.

*Evidence to support reasoning behind strategy interventions is taken from the Education Endowment Foundation's Early Years Toolkit.

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Barriers to Learning

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Barrier	Detail of barrier to learning
1	Speech, language and communication difficulties
2	Low self-confidence and self-esteem
3	Difficulties in self-regulation and managing feelings
4	Physical difficulties and lack of regular access to outdoor space
5	Lack of experiences in the wider world
6	Limited access to a wide range of sensory equipment, resources and experiences
7	Inconsistent attendance at school

Intended outcomes – 2023 - 2024

The table below 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.

Detail	Data
Total Number of Children on roll	113
Total Number of Eligible EYPP Children	21
Proportion of Pupil Premium Eligible Children	18.58%
Funding for the Autumn Term	£2000
Funding for the Spring Term	£2100
Funding for the Summer Term	£
Total Budget for this Academic Year	£4,100

INTENT		IMPLEMENTATION			IMPACT			
	Objectives	Focus	Barrier Addressed	How/Action Required	Evidence to Support this Approach (EEF Early Years Toolkit *)	Resources	Cost/ amount allocated	Success Impact Criteria
TEACHING (e.g, professional development, recruitment and retention)	Communication and Language	Supporting linguistic aspects teaching and modelling vocabulary and language	Speech, language and communication difficulties Difficulties in self- regulation and managing feelings	Launch pad for Literacy Early Years Evidence Store EEF	Very high impact +7 months	Twilight Sessions Release time for staff to access EEF materials and videos	Materials provided via LA	Effective teaching and modelling of vocabulary and language through a combination of explicit and implicit strategies. Children's speech and language will develop appropriately. Children will have increased abilities to express themselves.
	Interactive Reading	Supporting story sessions to be more interactive to improve language and communic ation	Speech, language and communication difficulties	Early Years Evidence Store EEF Shared reading one to one and small group	Moderate impact +4 months	Story sack resources Release time for staff to access EEF materials and videos Twilight sessions	Autumn Term £200	Increased spoken interactions and communication through reading with more active child participation and increased attainment in communication and language and Literacy
	To inspire and develop practitioner confidence in working creatively with wood.	Supporting children's Physical developme nt and creativity	Physical difficulties Access to experiences and equipment Speech language and communication difficulties Low confidence and self-esteem	Whole staff training day Inset Wood, tools and resources	High impact +5 months	Trainer fees	£850	Practitioners more able to support children with woodwork activities to develop their creativity and critical thinking skills
TARGETED ACADEMIC	To develop children's gross motor physical skills in line with	Supporting children's learning needs	Physical Difficulties Difficulties in self-	Weekly Dance for Life sessions. Dance for Life still to go on, but free cost	High Impact +5 months	Use of the hall Lead EYP x 2	No Cost	Children's physical skills will develop at appropriate rates.

(e.g, tutoring, progress and provide consistency for the group physical activity dem	ildren will monstrate age propriate listening ills.
one-to-one support structured interventions)attainmentSpeech, language and communication difficultiesattendingwith strategies to promote self- regulation can have a positiveappr skills	propriate listening
support and communication promote self- skills structured difficulties regulation can have a positive	
structured interventions) difficulties regulation can have a positive	
interventions) have a positive	
children's Social,	
Emotional and	
Mental Health	
To develop Supporting Speech, language Weekly music sessions High Impact Musical £100 Child	ildren's speech
	d language skills
	ll develop
	propriately.
To raise Difficulties in self-	
children's regulation and Long term planning to refer to song books Child	ildren will
	monstrate age
	propriate listening
and language. Low self-confidence bags skills	ills.
and self-esteem	
Supporting	
children's Social,	
Emotional and	
Mental Health.	
	ildren will
	monstrate active
	arning skills,
	otivation,
	ncentration an
	derstanding of the
managing worl	orld.
WIDER To raise Supporting Speech, language Core story book High Impact Core Story Autumn Term Child	ildren will
	monstrate age
	propriate listening
related to communication needs book is purchased for all EYPP Resources £250 skills	
attendance, and language Difficulties in self- eligible children and sent home. Reading to young to support	
behaviour, and improve Supporting regulation Parents are encouraged to read children and interactive Spring Term Child	ildren will develop
wellbeing)	ove of books and
	able to talk about
	eir favourite

			EIVITUIVI STRATEGT S		2020 2		
To raise attainment in Literacy.	Learning		Staff members record the core story for parents to watch via Learning Journals. Interactive story sessions for book gifting to support parental strategies in using children's books.	talk about the story is an effective approach.			books. Children's communication and language will develop appropriately and children will demonstrate an increased range of vocabulary.
To improve attendance. To encourage back and forth conversation between children and their parents. To develop parental confidence in supporting children's learning at home. To raise attainment in Literacy and EAD.	Supporting children's learning needs Supporting parental engageme nt	Inconsistent attendance at school Speech, language and communication difficulties	Additional Home Visits Additional home visits to support ongoing regular attendance and home learning. Sensory based home learning packs provided. Staff will demonstrate and model use of the resources during home visits.	High Impact +5 months Approaches that focus on developing parents own skills can have a high positive impact.	resources for home learning packs	Autumn Term 2023 £10.00 per bag Total £200 Spring Term £210	Children's attendance will improve.
To raise children's attainment in communication and language and develop listening skills. To encourage parental	Widening children's life experience	Lack of experiences in the wider world Speech, language and communication difficulties Supporting children's social, emotional and	Trips and visits Satellite Arts Theatre performance visit Visit from Yorkshire Owl Experience	High Impact +6 months		Autumn Term 2023 Performance fees £137.50 Owl £200	Children's communication and language skills will be improved. Increased Parental engagement

	engagement and confidence in accessing the arts.	mental health	Visit from Junk Orchestra		Spring Term £685	
	To promote language skills and understandin g the world- Real life learning experiences		Bridlington Seaside Trip	Transport to seaside	Summer term £950	
Total Spending					Д	utumn Term £2637.50 Spring Term £4967.50

Midland Road Nursery School EARLY YEARS PUPIL PREMIUM STRATEGY STATEMENT 2023-2024 Part B: Review of outcomes in the previous academic year

Pupil premium strategy Impact Report

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Number of children access	ing EYPP funding in 2021-2022	EYPP Funding received
Autumn term	11	£1100
Spring Term	19	£1900
Summer term	24	£2400
	Total EYPP funding received:	£5400

Impact of Strategies

Exp	enditure of EYPP funding 2022-2023	Impact of EYPP interventions
Dance for Life sessions	All EYPP children were given the chance to attend the weekly virtual dance session to improve physical skills and in particular, gross motor movement.	Attainment in the prime areas was broadly in line with the overall average of the entire group. 50% of Pupil Premium children achieved expected in all 3 Prime
Music Sessions	All EYPP children were able to access weekly music sessions with singing and movement and use of percussion.	Areas of Learning. This was 13% lower than the attainment of the overall cohort. 36% of children accessing pupil premium funding achieved
Core story books	All EYPP children were provided with copies of the core story each half term to take home and read with their parents, to improve literacy skills and support the home learning environment.	expected attainment in Communication and Language. This was 30% lower than the overall attainment level. EYPP children achieved highest in Expressive Art and design Attainment in Physical Development for children accessing pupil
Trips	EYPP children were funded for transport and entry tickets for farm and seaside trips along with parents and siblings.	premium funding was 8% lower than that of the overall group, however, 64% of children made expected which was significantly higher than other areas of learning. 20% of children accessing pupil premium spending made
Additional home visits with home learning	EYPP children were provided with home learning packs on home visits for use at home to support literacy and creative skills during transition points and when attendance issues arose	expected attainment in Literacy compared to the overall group, who had expected or above expected progress of 40%.

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Externally provided programmes

Programme	Provider
Dance for Life	Sport and Leisure Service, Bradford Local Authority