

Early Years Pupil premium strategy statement – Freshfield Nursery School

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	5
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	April 2024 – Mar 2025
Date this statement was published	16.12.24
Date on which it will be reviewed	December 2025
Statement authorised by	K Muncaster
Pupil premium lead	K Muncaster
Governor / Trustee lead	K Shaw

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1726.20 to Dec 24
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Language development (delayed and not in line with peers)
2	Listening and attention (children find it difficult to concentrate for a short-sustained period)
3	Increased challenge for all children
4	Wellbeing and emotional literacy (children find it difficult to self-regulate and express their emotions)

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
To develop children's ability to self-regulate and express their emotions effectively.	<ul style="list-style-type: none">• Pilot of new mental toughness curriculum completed.• Staff training and introduction of worry boxes completed. Children using worry boxes appropriately.• Nurture group 'Snack and chat.'
To develop children's expressive language, enhance their vocabulary and sentence construction.	<ul style="list-style-type: none">• Makaton training for all staff and enhanced training for Makaton leads.• If appropriate assessments for speech and language carried out by private therapist.• Ongoing staff training on core vocabulary and enriching language opportunities.
To ensure that children have 'met' assessments by the time they leave nursery and the gap has narrowed.	<ul style="list-style-type: none">• Opal assessment outcomes reflect good progress.• Targeted interventions delivered.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Cost
<i>Training Makaton (2 staff members trained as leads, other staff to receive training led by leads)</i>	£300
<i>Assessment system</i>	£100
<i>Speaking and listening training</i>	Delivered by staff in school

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £1444

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To deliver nurture group 'Snack and chat' a SEL based intervention. (1 hour per week)</i>	<p>On average, children who take part in SEL interventions make around three additional months' progress in early years settings and reception classes. The evidence suggests that SEL strategies can have a positive impact on young children's social interactions, attitudes to learning, and on aspects of early learning across the curriculum.</p> <p>Education Endowment Foundation- Early Years Toolkit- Social and Emotional Strategies</p>	<ul style="list-style-type: none"> Wellbeing and emotional literacy (children find it difficult to self-regulate and express their emotions) Listening and attention (children find it difficult to concentrate for a short-sustained period)

<p><i>To deliver bespoke intervention to narrow the gaps for effective speaking and listening. (1 hour per week)</i></p>	<p>Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make seven months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>Education Endowment Foundation- Early Years Toolkit- Communication and Language Approaches</p>	<ul style="list-style-type: none"> Increased challenge for all children
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To pilot and then deliver 8 focus sessions on building resilience and wellbeing based on Peter Clough's 4 Cs.</p>	<p>On average, children who take part in SEL interventions make around three additional months' progress in early years settings and reception classes. The evidence suggests that SEL strategies can have a positive impact on young children's social interactions, attitudes to learning, and on aspects of early learning across the curriculum.</p> <p>Education Endowment Foundation- Early Years Toolkit- Social and Emotional Strategies</p> <p>The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving. Strategies that seek to improve</p>	<ul style="list-style-type: none"> Wellbeing and emotional literacy (children find it difficult to self-regulate and express their emotions) Listening and attention (children find it difficult to concentrate for a short-sustained period)

	<p>learning by increasing self-regulation have an average impact of three additional months' progress.</p> <p>Education Endowment Foundation- Early Years Toolkit- Self regulation strategies</p>	
<p><i>To develop the use of worry boxes for children to seek support.</i></p>	<p>The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving. Strategies that seek to improve learning by increasing self-regulation have an average impact of three additional months' progress.</p> <p>Education Endowment Foundation- Early Years Toolkit- Self regulation strategies</p>	<ul style="list-style-type: none"> Wellbeing and emotional literacy (children find it difficult to self-regulate and express their emotions)
<p><i>To ensure high quality interactions between staff and children to model effective use of language and communication.</i></p>	<p>Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make seven months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>Education Endowment Foundation- Early Years Toolkit- Communication and Language Approaches</p>	<ul style="list-style-type: none"> Language development (delayed and not in line with peers) Listening and attention (children find it difficult to concentrate for a short-sustained period)

Total budgeted cost: £2044

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for children in receipt of EYPP

There were 7 children in receipt of EYPP aged 3-4 in 2023-24 and their outcomes were-

Area of learning	Number of children receiving EYPP who met the age-related expectation
Communication and Language	5 children
Personal, Social and Emotional Development	5 children
Physical Development	6 children
Literacy	6 children
Mathematics	5 children
Understanding the World	5 children
Expressive Arts and Design	6 children

Please note. there is no national data to make a comparison with.

Of the 7 children one child has complex SEND needs.

All children made excellent progress in all areas from their starting points.

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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

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Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
NA
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

NA
