**Early Years Pupil Premium Summary**

**Strategy, Expenditure and Impact Report**

**Autumn 2024-2025**

**Strategy for using the Early Years Pupil Premium 2024-25**

Our knowledgeable staff offered a stimulating and challenging environment to support the children’s learning. We have been inspired by the ‘in the moment’ approach where staff work sensitively and offer support one to one for the children as they play and explore through experiences which they choose.

We knew from our initial assessments that some of the children who are eligible for the Early Years Pupil Premium this year entered our nursery at the early stages of language development and many needed support to understand how to handle and react to their emotions. Self-confidence is as an area for development.

**Numbers of children and income**

**Rationale**

Baseline data suggested that areas of need were Personal, Social and Emotional Development and Communication (speaking)

**Impact and Outcomes**

The aim of this approach was to ensure that our children developed their speech, language and communication skills that enabled them to access the curriculum and make progress in their learning and development. Increasing willingness to ‘have a go’ spread to other areas of the curriculum. The increased expectations in number in the revised ELG will affect this cohort at the end of their EYFS journey. There is an immediate need to raise attainment and progress to support transition to primary .PSD is low on entry across the cohort (an immediate effect of lockdown). A school wide focus on managing feelings and behaviour and self-regulation is a school priority

**Monitoring, Assessment and Evidence**

Termly progress and data analysis Half termly gaps and strengths of EYPP children Observations/case study EYPP child

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| **What we needed to do to support this work** | | |
| Provide additional 1 to 1 time for children eligible | Organise small language groups/1:1 (Wellcom) |  |
| Offer/monitor additional focus child time | Suggest and support additional transition visits to feeder Primary Schools where appropriate | Additional SALT time (purchased private assessments using Talking Toolbox) |

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| **Areas of support identified after initial assessments** | **Measurement of impact (area of learning, characteristic of effective learning, well-being and involvement scale)** | **Resources** |
| communication, speech and language development | Exit data in line with typical where no SEND barriers exist  Access to curriculum | Staff to cover Wellcom admin time |
| well-being and emotional resilience | Well-being and involvement scale, personal, social and emotional development  Being willing to ‘have a go’ | Resources to support PSD activities  Staff time to deliver small group nurture group |