

# Early Years Pupil Premium strategy statement

This statement details our school's use of Early Years Pupil Premium funding to help improve the attainment of our disadvantaged pupils during this academic year 2024-2025.

It outlines our Early Years Pupil Premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	York Road Nursery School
Number of pupils in school	112
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2025
Date this statement was published	Nov 2024
Date on which it will be reviewed	Nov 2025
Statement authorised by	Ruth Cotterill
Pupil premium lead	Ruth Cotterill
Governor / Trustee lead	Richard Tyler

## Funding overview

Detail	Amount
Early Years Pupil premium funding allocation this academic year	£3,104
Early Year Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£3,104</b>

# Part A: Early Years Pupil Premium strategy plan

## Statement of intent

At York Road Nursery School we have a clear intent for all our children to be eager and excited to learn. Our staff know and understand children's needs, interests and strengths, drawing on our pedagogical approach. We provide opportunities for awe and wonder through meaningful and enriching learning experiences. The impact of our high-quality teaching is that children's knowledge is built upon over time and prior learning consolidated through development of skills. The enhancement of our children's Cultural Capital through Forest school, workshop visitors and theme days is key. The purpose of our Early Years Pupil Premium Strategy is to ensure that each child can access these experiences and can reach their own full potential, irrespective of their background or the challenges they face. We strive for every child to become a confident learner.

We ensure that our learning environments are secure and nurturing yet stimulating both indoors and outdoors with many open-ended opportunities for children to engage in experiences that will enable them to develop curiosity and initiate their own ideas. Resources are easily accessible so that children can be independent, boosting children's self-esteem, developing confidence and encouraging perseverance and resilience. Children develop and build relationships through the support and modelling of staff. They learn to be respectful of one another, understand and embrace diversity.

At York Road we want our children to be happy, life-long learners.

### **Vision Statement**

"Our vision is to create a school community where our children are our focus. Where all children are allowed to participate, succeed and achieve, and be proud of themselves. It is our goal to empower them with a mindful attitude to others and themselves, as well as giving them the tools and know It is our belief that all our children should be happy and successful. To achieve this, we have the following values."

It is our belief that all our children should be happy and successful gaining:  
**Respectfulness, Responsibility, Resilience, Independence, Kindness, Aspirations, Mindfulness, Appreciation of Diversity, Inspiration, Creativity, Motivation, Empowerment, a Caring and Inclusive Attitude, Confidence, an Engaged and Grateful Mindset.**

These values help us understand how we can make a positive contribution to our school and its wider community.

### **Mission statement**

**"Holding Hands Nurturing minds "**

## Challenges

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

Challenge number	Detail of challenge
1	Our observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted over post pandemic years- they were born during this time. These findings are supported by national studies. Children's self-confidence and self-esteem, Personal, Social and Emotional skills have been negatively impacted.
2	From our observations, discussions with parents and carers, children from disadvantaged backgrounds generally have less opportunities for gaining 'cultural capital' – lacking funds to attend the theatre, visit the farm or a museum for example. This limits their life experiences and may impact on their passion for learning.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with Communication and Language skills - children's speech and their use of language, listening and attention skills - than their peers. Speech and language difficulties will significantly impact progress in all other subjects of the Early Years Curriculum.
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with social interactions than their peers. This negatively impacts their development as learners.

## 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
<ul style="list-style-type: none"> <li>To promote well-being - to give compassionate, timely support to the families of our EYPP children when they are in need.</li> </ul> 1.	Sustained high levels of well-being by July 2025 demonstrated by: Qualitative data from student voice, student and parent surveys and teacher observations. Termly formal assessment by key staff using the Laevers Scale.
<ul style="list-style-type: none"> <li>To enhance children's learning through widening children's life experiences building on their cultural capital and celebrating cultural diversity.</li> </ul> 2.	The majority of our disadvantaged children will have participated in enrichment experiences on offer to them throughout the year. Qualitative observations will show an increase in cultural capital for the disadvantaged.

<p>3.</p> <ul style="list-style-type: none"> <li>To support Communication and Language skills</li> </ul>	<p>50% of disadvantaged pupils will meet the National expected standard in Communication and Language in exit assessment data.</p> <p>Children's individual needs will be identified, and, if necessary, referrals will be made to secure the appropriate support for them, for example Speech and Language Therapy assessments.</p>
<p>4.</p> <ul style="list-style-type: none"> <li>To develop social skills.</li> </ul>	<p>60% of disadvantaged pupils will meet the National expected standard in PSED on exit assessment data.</p>

### Activity in this academic year

This details how we intend to spend our Early Years pupil premium this academic year 2024-2025 to address the challenges listed above.

Decisions on how to spend the Pupil Premium money are made as a team at designated staff meetings.

In the interests of GDPR and as agreed at our staff meetings, spending of EYPP money is given in general terms below. If you wish for a more detailed break-down of EYPP spending, please apply to the school office.

### Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All key staff have received training in Mindfulness. Practitioners use techniques with the children focusing on breathing and visualisation to promote relaxation. We have a Sensory room adding to children's well-being (previous EYPP investment).</p> <p>All staff - over all provisions at York Road - have had training in Therapeutic Approach to Behaviour (TAB) and refresher courses are provided annually.</p>	<p>In some studies, there are some indications that programmes involving professional development for staff are associated with greater improvements.</p>	<p>1,3,4.</p> <p>Costs covered in school training budget.</p>

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

Budgeted cost: Cost covered by school

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We work closely with NESSie (Northherts, Emotional Health in Schools Service <a href="http://nhd-spl.org.uk/nessie.html">http://nhd-spl.org.uk/nessie.html</a>).</p> <p>The nursery has sessions known as Sensory Trails run by experienced members of staff to promote alertness, stamina and calmness.</p> <p>We also have targeted support for children with attention challenges and SEND – attention bucket and table time interventions.</p>	<p>Studies suggest that: Specialised programmes targeted at children with emotional, behavioural or learning difficulties can be highly effective.</p>	<p>1</p> <p>1, 3, 4.</p> <p>1 &amp; 2 Cost covered in school budget.</p>
<p>Speech and Language enrichment group work for identified children. Visual aids, eg timelines, objects of reference. Wellcomm screening.</p> <p>Visits from Speech &amp; Language therapists. Parents are signposted to local Speech and Language services via a website.</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 approximately six 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>3 Costs covered in school budget</p>

## Wider strategies (for example, related to attendance, behaviour, well-being)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EYPP children will be encouraged to attend workshops and events free of charge. These include: messy play workshop, Christmas fayre, Summer festival (with dance and music), World celebration day, Art week.</p>	<p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>	<p>1, 2, 3, 4.</p> <p>Budgeted cost: up to £20.00 per EYPP child attending for each term</p>
<p>We purchase individual pots of Play-Doh for every child for regular “Dough Disco” sessions. These are not only great fun but engage children in moving to music and exercise muscles the children need when early mark making in readiness for writing. These resources are used during ‘Feeling Good Week’ in March funded with EYPP money. Dough pots are also used in mindful sensory play sessions.</p>	<p>Some studies state positive outcomes: Physical development approaches aim to improve young children’s physical growth, skills and health. Activities in this area may be focused on a particular aspect of physical development, e.g. fine motor skills related to writing, or be more general, for instance, encouraging active outdoor play.</p>	<p>1 £74.00</p> <p>1. £500.00</p>
<p>The school meets/contacts parents regularly (as often as needed) to find ways to support them. For example, we have offered flexible sessions and Yorkies places where this would be of benefit to families in need. Food bank on site, stocked by donations from our families.</p> <p>York Road takes part in the local Christmas hamper appeal and nominated vouchers to EYPP families.</p>	<p>Parental involvement is cited by a number of studies to have a high impact for little cost.</p>	<p>1, 2.</p> <p>Minimal cost. Government vouchers and charity food banks.</p>

<p>Following the success of yearly events, the school held a 'Messy Play Workshop' for children and parents in September. We are holding a 'Spoon Day' focusing on Communication and Language, Black History Week and a World Celebration Week focusing on cultural diversity. EYPP money is used to go towards some resources.</p>	<p>The evidence base for play-based learning does indicate a positive relationship between play and early learning outcomes. Positive outcomes have been identified for a range of early learning including vocabulary, reasoning and early numeracy.</p>	<p>1,2,3,4. £20.00 per event.</p>
<p>We have a fully trained Forest School teacher on staff who co-ordinates our Wednesday Forest School sessions when groups visit the nearby woods at Hitchin Boys School for Forest school activities such as den building, crafts with natural materials, tree climbing and lots of running in the woods.</p> <p>We are planning to invite parents in to talk about their occupations. A local Paediatrician visits in April/May to run a 'Toy Surgery', talking about her work and treating teddies with 'minor medical problems'!</p> <p>Ark Farm visit. This is a mobile farm with goats, donkey, chickens, ducks, a dog, sheep for the children to touch, feed and ask the farmer questions.</p> <p>Living Eggs. They provide live eggs, incubator and nursery pen for chicks. The children watch the chicks hatch and have the opportunity to handle the chicks and learn about them and their care.</p> <p>We are planning a musician to visit during to perform songs</p>	<p>These interventions come under Social and emotional learning (SEL) strategies and seek to improve learning and wider child development by improving children's social and emotional skills.</p> <p>Existing evidence suggests that SEL strategies can have a positive impact on social interactions, attitudes to learning, and learning itself. On average, children who follow SEL interventions make around three additional months' progress in early years settings</p>	<p>1,2,3,4.  2  2 £1,300 Non EYPP Parents ask to contribute towards cost + £400.00 from EYPP fund.  2. £265.00  2. £350</p>

<p>on the Melodium for all children.</p> <p>We have visits from neighbouring junior school and an elderly residential homemaking links between York Road and the wider community.</p> <p>Following the effectiveness of last year's spending, we have booked the Christmas entertainer for dancing and magic show.</p> <p>Multicultural books and resources in all areas.</p> <p>Reading in different languages, see below.</p> <p>Art week. An artist in residence for 2 mornings to engage children in her art and create a piece of artwork with them.</p> <p>Consultation with Key teachers throughout the year allow for targeted spending for an individual child's needs eg. Clothing/shoes, toys to extend child's interest, promote learning for an individual child. This year goal post, tyres for loose parts, steps - outdoor play.</p>		<p>2, 4 £0</p> <p>2. £175</p> <p>School covering cost</p> <p>2,3. £0</p> <p>2 £100.00</p> <p>1,2,3,4 as need arises £100</p> <p>1. £400</p>
<p>Books in every area of the nursery, including non-fiction, comics, factual leaflets. Books outside.</p> <p>We are looking storyteller to come to tell one of our core book stories.</p> <p>We have created a cosy, home like/curiosity approach reading area for all children with sofa and cushion, providing opportunities for language development.</p>	<p>Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months.</p>	<p>3. £0</p> <p>3. Friend of school. Free</p> <p>3. Minimal cost covered in school budget</p>



<p>We have our neighbouring Junior school Year 5/6 children to read and talk with our little ones.</p> <p>Parents/grandparents/volunteers/members of staff with English as an additional language will be invited to come in (or online) and read stories from their culture, in their own language.</p> <p>We have Core Books at York Road, linking quality texts to areas of the Characteristics of Learning for Early Years children. Every child who qualifies for EYPP funding has received a book bag containing copies of core books for the term. Games and emotion stones with leaflet are also sent home in these bags.</p> <p>N1 EYPP children receive a similar book bag to go home containing a copy of our core songs and rhymes with 2 instruments for parents to sing and play with their child.</p> <p>York Road holds a World Book day every year in March. Children dress up and bring in their favourite books. Book vouchers are given to every child – Books are given to EYPP children and some dual language books are given to bilingual EYPP families also.</p>	<div data-bbox="635 1543 1204 1585" style="border: 1px solid black; height: 19px; width: 357px;"></div>	<p>2, 3. £0</p> <p>3 £0</p> <p>3 Cost to renew damaged or lost books and bags £40.00 approx.</p> <p>Cost to replace lost instruments £20</p> <p>3 £100</p>
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**Source for evidence:** <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation>

**Total budgeted cost: £3,104**

## **The effect that last year's spending of pupil premium had within our school.**

Last year's EYPP budget totalled £3,851 [Please see EYPP strategy for 2023-2024.]  
EYPP children were assessed at on exit in June 2024.

These children were assessed as all working at EXS (Expected Standard) unless they are also SEND. As with all SEND children, they are PRE/WTS (Pre-curriculum/Working towards standard) with Individual Support Plans/Educational Health Care plans in place to support their progress.

All EYPP children gained confidence over the year, improving Laevers scores in areas of involvement and well-being between our initial assessment in September and Our exit assessment in June. They general scored 4 and 5 (highest scores) in both areas by June 2024.