



**EARLY YEARS PUPIL PREMIUM STRATEGY
2023 – 2024 ACADEMIC YEAR**

The main barriers to learning for this cohort of children were limited acquisition of communication skills in English, low levels of self-regulation and a limited range of life experiences.

TARGETS	FUNDING RECEIVED	ACTIONS	IMPACT - MONITORING OF PROGRESS
<ul style="list-style-type: none"> To support the home learning environment and parental engagement in their child's learning 	<ul style="list-style-type: none"> £1363.20 	<ul style="list-style-type: none"> Purchased resources to create a toy library and resources were borrowed from the library on a weekly basis Shared information with parents regarding their child's level of development and how to support their child's learning at home at termly 'Parent Partnership' meetings Shared information with parents regarding their child's level of development in respect of their child's speech and language development and shared 'ideas for supporting their child's communication at home' at termly 'Parent Partnership' meetings Purchased additional copies of key texts that parents could borrow to support their child's literacy skills at home Provided a language rich environment which encouraged the children to communicate with both adults and peers Cover provided for staff to record additional stories to be sent home through the child's 'Microsoft Teams App' in order to enrich vocabulary and embed familiarity with story structures. 	<ul style="list-style-type: none"> Children who had limited play skills and who had accessed the 'toy library' in order to extend their learning opportunities have been able to engage in shared play at home with an adult and have now been able to engage in shared play in Nursery with both adults and their peers Their knowledge and skills of how to use resources appropriately has increased and therefore this has had a positive impact upon their wellbeing The children have had intensive support in Nursery in order to be able to access the curriculum The parent of the child who had received additional digital stories and rhymes expressed her gratitude for the additional support as she was dyslexic, and her child could freely access stories being read out loud to her. At the end of the year this child was on track for literacy and her communication skills were 4.4 months below age related expectations on entry to Nursery, however, were 10.61 months above age related expectations on leaving Nursery.

<ul style="list-style-type: none"> To support the children to be able to control their emotions and embrace learning opportunities 		<ul style="list-style-type: none"> Staff used a variety of strategies to support the emotional wellbeing of the children, to co regulate, and to work towards them being able to self-regulate Staff provided Early Help to parents/carers by signposting them to sources of information and guidance to support routines and boundaries in the home environment. 	<ul style="list-style-type: none"> One child who was very dysregulated when starting nursery due to many different factors affecting her wellbeing became happy and settled and engaged in learning. The Educator had employed many different strategies to support the child and the family e.g. signposting to the school website for support with sleeping, using visual prompts to support the daily routine and changing the nursery environment to meet the children's needs. Mommy reported that she was now excited to come to school each morning and had formed friendships with the other children. She now accessed all learning opportunities independently and was on track in the majority of the areas of Learning.
<ul style="list-style-type: none"> To widen the life experiences for the children and their families 		<ul style="list-style-type: none"> Enrichment experiences were provided each term to support the children's resilience in coping with new experiences/changes to their daily routine and for the children to have broadened experiences to draw on culturally <ul style="list-style-type: none"> Family visit to the 'Kingswood Trust' outdoor learning centre Clive Chandler and his Puppets - retelling of a traditional story Visit from 'Angie's Animal Antics'. 	<ul style="list-style-type: none"> By children engaging in a breadth of experiences their learning has been deepened and enriched, they have been able to draw on these experiences to communicate with others and the impact of these experiences can be demonstrated by the outcomes on their speech and language development.