

## Pupil Premium (PP) and deprivation fund 2024 -2025 – Planned Spending

Identified Barriers to Learning		Targeted Approach	Desired Outcome
Many Disadvantaged children enter nursery with low levels of speech development and personal, social and emotional skills. They need additional support in these areas.	<b>High Quality Targeted Interventions led by experienced member of staff</b>	Keyworkers to provide small group intensive interventions tailored to meet the individual needs of children, focussing on children eligible for EYPP. Interventions may include – Bucket time Basket time Turn taking / sharing group Attention and listening More able story session Drawing and talking time Additional forest school sessions Helicopter stories	Rapid gains for pupils eligible for the Pupil Premium Grant (PPG), narrowing the gap between this group and non-Pupil Premium (PP) children.
	<b>CPD for staff (Virtual)</b>	CPD enhancing staff awareness of and best practice for supporting this group of pupils.	Staff knowledge will be enhanced and strategies to continue to better support this group of pupils will be implemented. Raised attainment and outcomes for this group of children.
	<b>External Consultant</b>	To evaluate provision and assist in further raising standards for all pupils including children who are eligible for PP.	To work effectively with Leadership and Management to continue to drive standards for all pupils, including those who are eligible for PP.
Sometimes children who are eligible for EYPP come from families who have limited knowledge and skills to support their child's development at home.	<b>Parental engagement</b>	To actively encourage parents of pupils who are eligible for the EYPP to engage in their children's learning in the preschool years even though they are unable to enter the nursery school site To support parents to develop the skills to enhance their child's development in the prime areas, with a particular focus on communication and language through online training, virtual coffee mornings and home learning resource packs.	Parents will develop key parenting skills as well as developing their confidence to support their child's development at home. Parents will be able to better support their child's early development at home. This will ensure that children have optimum opportunities to achieve their full potential. Parental involvement can help to reduce the achievement gap at school start age (Hannon 1996)
Some parents / carers have limited support networks. This impacts on their wellbeing and can leave parents feeling isolated and unsure of where to seek help if and when they need it.	<b>Parent coffee mornings / one to one meets</b>	To provide opportunities for parents to meet other parents, to extend parent's support network and provide opportunities for parents to discuss concerns and worries about their children / their personal situation. This will be achieved through virtual meetings, set up and overseen by nursery staff – SEND coffee mornings, coffee mornings, training for parents etc. Senior staff will signpost parents / children effectively to agencies that can offer further support.	Social, emotional and mental health support for pupils and their families. The school community will provide an effective support network for families. Parents / carers will have confidence that the Nursery will help them.
Some children, due to varying social and financial reasons are not able to develop resilience in the home environment. Resilient children are able to	<b>Developing resilience</b>	To continue to further develop the high-quality learning environment, offering quality experiences, further developing resilience and narrowing the achievement gap. Purchase of new resources to support resilience.	Research, Sylva (2014), notes that resilient children engage in planning for a future in ways that non-resilient children do not. This impacts future attainment. Children whose lives are disadvantaged by poverty and its effects are thought to be less resilient, due to stressful lives and more to cope with allowing fewer opportunities to develop resilience. High quality learning environments, offering quality experiences

better plan for the future and this impacts positively on attainment.			play an important role in developing these skills and narrowing the achievement gap.
Some children from disadvantaged backgrounds do not have opportunities to participate in activities which provide them with cultural capital which support the development of educational skills and knowledge.  Some families suffer financial hardship and cannot afford to contribute, this can lead to children being withdrawn from aspects of Nursery life.	<b>Educational Visits</b>	All children have access to and benefit from, experiences on offer regardless of financial difficulty. This will ensure all children are able to participate in all aspects of our personalised curriculum and are offered opportunities to engage in activities that support the development of educational skills and knowledge (planned from January 2021)	Raised attainment and outcomes. Broader and richer experiences (cultural capital), promoting opportunities to learn about the world around them and to experience and explore future interests/employment.
	<b>Snack subsidy</b>	To provide an opportunity for children to have a snack, ensuring that they are ready for learning, to enhance social skills and offer speaking and listening opportunities.	Children will be ready for learning, and have an opportunity to enhance their social skills and speaking and listening opportunities.
At times it is difficult to predict all of the needs of a cohort a year in advance. It is important to have additional funds that can be used as needed to support young children and their families	<b>Additional contingency for unforeseen circumstances.</b>	A fund to be maintained for unforeseen circumstance or additional training and/or resources.  Funding to support additional hours for vulnerable children eligible for EYPP (needed for wellbeing of child and family)	N/A