



**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, 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"> £4,771.20 	<ul style="list-style-type: none"> Resources were purchased to create a library of resources and families were encouraged to borrow items from the library on a regular basis Shared information with parents/carers 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/carers regarding their child’s level of development in respect of their child’s speech and language development and shared the ‘ideas for supporting their child’s communication at home’ at termly ‘Parent Partnership’ meetings Purchased additional copies of key texts that parents/carers 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"> 91.6% of the children eligible for EYPP were age appropriate for ‘Speech and Language Development’ at the end of the academic year, with the remaining 8.4% having made significant progress, however, were not yet age appropriate.

<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 and evolve their self-confidence and resilience Staff provided advice and guidance to parents/carers to support routines and boundaries in the home environment. 	<ul style="list-style-type: none"> Educators have employed many different strategies to support the children who were very dysregulated when starting Nursery, e.g. a prolonged induction period, signposting families to the school's website for support with sleeping and toileting routines, using visual prompts to support the daily routine, changing the nursery environment to meet the children's needs and supporting the evolvement of relationships with both adults and peers The children were soon able to access their full three hour's entitlement and settled within their groups. All children have formed a good relationship with their Educator and have engaged positively with their learning environment.
<ul style="list-style-type: none"> To widen the life experiences for the children and their families 		<ul style="list-style-type: none"> Enrichment opportunities were provided 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 'Little Kid Town' - a portable role play village. 	<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.