

1. Summary information													
School	Hart Hill Nursery School												
Academic Year	25/26	Total PP budget to date	Autumn: £1680 Spring/Summer: £3,120						Date of most recent PP Review			Jan 26	
Total number of pupils	82		Number of pupils eligible for PP	10						Date for next internal review of this strategy			
2. Current attainment – on track													
Attainment data does not include children who are on the SEND register (4) – see individual plans		Baseline			Autumn			Spring			Summer		
		CL	PSED	PD	CL	PSED	PD	CL	PSED	PD	CL	PSED	PD
2 year olds in receipt of EYPP		2/4	3/4	3/4	4/4	4/4	4/4						
3 year olds in receipt of EYPP		1/1	0	0	1/1	1/1	1/1						
3. Barriers to future attainment (for pupils eligible for PP)													
In-school barriers													
A.	A number of children who are in receipt of EYPP are being assessed on the SEND Holistic Profile as they have severe and complex needs, particularly sensory needs – this impacts on their own experience with us in school and makes the use of EYPP funding need to be very individualised.												
B.	A number of children in receipt of EYPP are within a class where staff-child interactions are being developed and monitored. This could have an impact on future attainment, particularly as this is within a 2-3 cohort where interactions during play are key to development												
C.	Many of the children who are in receipt of EYPP struggle with attention and concentration, which can make an impact on learning, that is appropriate for their age or stage of development.												
External barriers													

D.	A number of children in receipt of EYPP are expecting imminent change in the near future which may affect their well-being therefore impacting future attainment
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4. Desired outcomes		Success criteria	EYPP funds will be used for
A.	For each individual child, who has severe and complex needs, to make strong progress in areas of the SEND Holistic Profile, where there may be gaps to peers, or stagnant progress. (3 children)	<ul style="list-style-type: none"> Detailed review of areas of the SEND Holistic profile and where learning or attainment is lower than others areas Purchase resources needed to support development in agreed area Increased staff in SEND provision to support children in attainment and progress with interventions Pupil Progress meetings with AHT will show progress and interventions linked specific targets and gaps in learning Development of therapeutic thinking will be reflected within Individual Support Plans Development of SEND curriculum will impact planning and learning linked to the four areas of SEND 	<ul style="list-style-type: none"> Curriculum time for SEND TA's to support AHT in creating SEND curriculum Sensory materials to support with individual targets Support staff time to carry out interventions needed Therapeutic thinking training for all staff
B.	For all children to receive high quality interactions from all staff	<ul style="list-style-type: none"> Internal monitoring of interactions from SLT to ensure high expectations of quality interactions are met Reflections and feedback from monitoring through class team discussions and pupil progress meetings External monitoring and CPD from Local Authority to upskill staff in high quality learning Elevated Spring/Summer assessment data supported by high quality interactions Staff taking a therapeutic approach to interactions with children using training and scripts 	<ul style="list-style-type: none"> Time for SLT to conduct observations and provide feedback CPD training with Local Authority and Therapeutic Thinking SLT time creating scripts linked to therapeutic thinking

C.	For all children to improve their attention and concentration, so that they can progress within the specific areas	<ul style="list-style-type: none"> • Attention Skill boxes to be engaging, encouraging attention from children • Groups such as lift off to language, talking time, attention skills to be regularly carried out developing children listening and attention skills • Phonics scheme to be carried out encouraging children to tune into environmental, instrumental and vocal sounds 	<ul style="list-style-type: none"> • Purchasing cause and effect resources for attention skills boxes • PPA time for SENDTA to plan for attention skills • EAL learning mentor to facilitate attention skills, lift off to language and chatter bags for children • Resources for refreshing boxes • Monsterphonics program purchase
D.	For children experiencing change within their families to receive support and consistency when at Nursery	<ul style="list-style-type: none"> • Families to be well informed about what is happening at Nursery through communication methods such as Class Dojo and communication sheets • Children to have access to resources and materials to explore change e.g. becoming a brother/sister books, memory books • Children to have access to visual timetables and schedules to support transitions • Meetings to take place with professionals to ensure that children are supported, information is relayed and plans are put in place to support children • Time is taken by key workers and LAC teacher to liaise with social workers, adoption agencies and families to ensure smooth transitions 	<ul style="list-style-type: none"> • Time for training with class dojo and cameras to take pictures with • Purchase of paper and printing materials to create books, schedules • Time spent by admin assistant to create resources • Time spent by LAC teacher to coordinate meetings, create PEPs and collate information • Purchasing books

5. Evaluation of Desired outcomes	Success criteria
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<p>A.</p>	<p>For each individual child, who has severe and complex needs, to make strong progress in areas of the SEND Holistic Profile, where there may be gaps to peers, or stagnant progress. (3 children)</p>	<ul style="list-style-type: none"> •
	<p>Evaluation:</p>	

<p>B.</p>	<p>For all children to receive high quality interactions from all staff</p>	<ul style="list-style-type: none"> •
	<p>Evaluation:</p>	

C.	For all children to improve their attention and concentration, so that they can progress within the specific areas	•
	Evaluation:	
D.	For children experiencing change within their families to receive support and consistency when at Nursery	•

Evaluation: