



1. Summary information									
School	Hart Hill Nursery School								
Academic Year	22/23	Total PP budget to date	£1400	Date of most recent PP Review				Sept 22	
Total number of pupils	113	Number of pupils eligible for PP	13	Date for next internal review of this strategy				Jan 23	
2. Current attainment									
	<i>Pupils eligible for PP</i>				<i>Pupils not eligible for PP</i>				
	Base (14)	Aut (14)	Spr(16)	Sum (13)	Base (52)	Aut (58)	Spr (62)	Sum (59)	
% children working at a level that is deemed 'on track' in all areas of curriculum	7% (1)	7% (1)	6% (1)	31% (4)	13% (7)	17% (10)	32% (20)	39% (23)	
% children working at a level that is deemed on 'on track' in PSED	14% (2)	14% (2)	13% (2)	62% (8)	40% (21)	48% (28)	52% (32)	59% (35)	
% children working at a level that is deemed on 'on track' in PD	29% (4)	36% (5)	63% (10)	77% (10)	40% (21)	52% (30)	58% (36)	66% (39)	
% children working at a level that is deemed on 'on track' in CL	24% (4)	24% (4)	25% (4)	62% (8)	40% (21)	52% (30)	44% (27)	51% (30)	
3. Barriers to future attainment (for pupils eligible for PP)									
In-school barriers									
A.	All children who are in receipt of EYPP were working below in PSED when they joined the school, particularly with skills in turn-taking, making friendships and having the confidence to explore their surroundings in the classroom								
B.	An increasing number of children who are eligible for EYPP are struggling to regulate their emotions despite many strategies and tools in place in the school to support this								
External barriers									
C.	The majority of the children who are in receipt of EYPP struggle with having positive relationships with adults, due to the significant demand on families at present, whether it be financially or emotionally these children are missing time to engage on their own with a parent								
D.	An increasing number of children who are in receipt of EYPP have suffered a significant loss of a care giver, whether this be through death, removal or separation of families								

4. Desired outcomes		Success criteria
A.	All children who are not on track in their PSED development to make steps to closing the gap to their peers.	<ul style="list-style-type: none"> • All children who are not on track in PSED to have clear and concise targets on their Contract of Education. • Interventions for Turn Taking to be developed and implemented to support making friendships • Interventions for time to talk and explore treasure baskets to be organised and run to support children's confidence in a small group • All children who are struggling to regulate their emotions to have additional Yoga sessions • The school to explore other mindfulness that children could take part in, following mental health training in January 2023
B.	All children who are struggling with making friendships to be given small group opportunities to develop skills in having a conversation – in simple terms	<ul style="list-style-type: none"> • Interventions in Duplo time to be developed and carried out to support different roles and to support children to be able to give instructions and follow instructions to/from others • Staff to look at the children's method of communication and note any barriers that may be affecting the child's ability to make friendships • Time given during ChiL to explore these barriers and try to break them down in small groups, or one-one depending on the findings
C.	All children who are in receipt of EYPP to develop relationships with adults, both keyworkers and close care givers	<ul style="list-style-type: none"> • All children will have access to the ZOO scheme and take part in additional regular visits, planned by the Deputy Headteacher • The family worker will arrange 1:1 zoo trips with children and their care giver, for some special time without siblings • Other local visits and special times to be explored in school and local area
D.	All children who have suffered a significant loss to be offered support through external agencies	<ul style="list-style-type: none"> • Family worker to contact CHUMS and receive advice around possible activities the school could provide for children to support the understanding of the loss • Family workers to contact Winston Wish and receive advice around possible activities the school could provide for children to support the understanding of the loss • Where there is a separation, the school will endeavour to contact the other parent to ensure they are up to date with progress and school news • Activities and advice to be developed following input from external agencies

5. Planned expenditure			
Academic year	2022-2023		
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies			
i. Quality of teaching for all			
Desired outcome	Chosen action / approach	Staff lead/ costings	When will you review implementation?
All children who are struggling with making friendships to be given small group opportunities to develop skills in having a conversation – in simple terms	Some group activities with one adult and up to three children will take place once a week. This will initially involve the Deputy Headteacher creating a Duplo Time session; one in the morning and one in the afternoon. As the children progress with their listening and attention in a group, this will develop to simple turn taking games and then games with simple rules. The sessions will be no longer than 10 minutes.	AR Resources for Duplo Time £100	Initial review of data in December 2022 Groups to start in January 2023 Review type of group March 2023
All children who are not on track in their PSED development to make steps to closing the gap to their peers – confidence to explore the classroom and share their thoughts and ideas	A group will be set up to give children the opportunity to explore new resources in a small group situation and in a small area. This will initially be linked to treasure baskets and will then develop over time. This will take place weekly for a maximum of 10 minutes.	KT Resources for Group £50	Initial review of data in December 2022 Groups to start in January 2023 Review type of group March 2023
Total budgeted cost			Staffing £150 resources

ii. Targeted support			
Desired outcome	Chosen action / approach	Staff lead	When will you review implementation?
All children who are in receipt of EYPP to develop relationships with adults, both keyworkers and close care givers	<p>To provide opportunities for the children who need to build relationships with parents and keyworkers to take trips to the zoo, using the school's Zoo Education Access Scheme.</p> <p>All families will be welcomed to family sessions, at no cost, linked to curriculum workshops and other events, where the caregiver is attending without sibling, to give quality time to the child in our school.</p>	<p>Zoo Scheme £500 (school budget)</p> <p>Mini bus hire £100</p> <p>Additional Adults cost £180</p> <p>Entry to events subsidised TBC</p>	<p>Zoo scheme purchased in Sept 2022</p> <p>Visits to begin in January 2023</p> <p>Family sessions to start March 2023</p>
All children who have suffered a significant loss to be offered support through external agencies	<p>The school will seek advice from Winston Wish and CHUMS regarding possible support groups and activities that we can put in place to support children and families.</p> <p>Signposting and information sessions will take place for parents/carers of children who have suffered a significant loss, so that they are aware of any support groups for their children.</p> <p>Activities will be planned and held to support children to begin to understand their loss – this will follow contacts with Winston Wish and CHUMS</p>	<p>SU</p> <p>Printing/ emails £100 (Parentmail)</p> <p>Resources for groups £200</p>	<p>Advice sought in January 2023, following mental health training</p> <p>Review of activities and initial ideas Jan 2023</p> <p>Reviewed March 2023</p>

All children who are not on track in their PSED development to make steps to closing the gap to their peers – regulating emotions	<p>The school will be looking into setting up a nature group for children who require additional support to regulate their emotions above and beyond the strategies we are already doing in school.</p> <p>Additional yoga sessions will be sourced to support the children with time to complete as an extra.</p>	<p>Nature group resources £100</p> <p>Yoga cost £270</p>	<p>Explore ideas January 2023</p> <p>Set up group February 2023</p> <p>Yoga sessions to begin March 2023</p>
Total budgeted cost			£950 resources Staffing

iii. Other approaches			
Desired outcome	Chosen action / approach	Staff lead	When will you review implementation?
The school will work with external agencies to support mental health in young children	<p>The school has sourced mental health training in younger years for all staff in January 2023.</p> <p>The family worker is making contact with Winston Wish and CHUMS to gain advice on activities and support we can offer young children</p>	<p>Mental Health Training £695</p> <p>Resources for groups £100</p>	<p>Training January 2023</p> <p>Source advice after training</p>
The school will support families with signposting of services to support their own mental health – happy parents are able to parent with a clearer mind	<p>The family worker is making contact with Winston Wish and CHUMS to gain advice on activities and support for families.</p> <p>Source support groups locally for parents/carers</p>	<p>Printing/ emails As above</p>	<p>Source advice/ groups after training in January 2023</p>

The family worker will support families in the current climate of financial worry	The school will set up a clothing bank at the school to support families with clothing for people who are unable to provide this. The school has made links with Stopsley food bank and refer families as needed	Possible charity shop shopping for clothing bank £100	Ask for donations – December 2022 Set up bank January onwards Links made with food bank Sept 2022
Total budgeted cost			£895
Total Budget			£1995

6. Evaluation of Desired outcomes		Success criteria
A.	All children who are not on track in their PSED development to make steps to closing the gap to their peers.	Some met, some not able to be completed due to a change in circumstances, however the target has been met, with 8 children out of the 13 now on track in PSED (62%).
	<p>Evaluation: All children who were not on tracking PSED had targets on their contracts of education in the Spring and Summer Term; this allowed staff to focus on their immediate needs and work together to help them overcome barriers. From a review of the targets half of the children met their PSED target in the Spring Term and half did not. In the summer term all but one child meet their PSED targets on their contract of education. The class teams supported individual children with their daily interactions to help them to build to the skills needed to take turns and develop initial friendships; to further support this children all took part in communication groups such as lift off to language or chatter bags in small groups to have quality interactions and be able to talk in a smaller group environment than key groups. Teachers prepared individual activities or resources to support children as needed to regulate emotions and understand the implications of their feelings and actions, including 1:1 sessions with the school's yoga teacher, small boxes of resources with child's picture on to help calm or support at times of need, emotion cards, co-regulation, now and next boards and planned change of face tactics to deliver proactive teaching and support.</p>	

6. Evaluation of Desired outcomes		Success criteria
B.	All children who are struggling with making friendships to be given small group opportunities to develop skills in having a conversation – in simple terms	Most of the success criteria have been met. 8 out of the 13 children are now on track in their PSED, meaning they are able to successfully hold friendships and share learning experiences with their friends when their emotions are in check. They are also able to seek support from adult when then need help to regulate emotions or navigate challegnes and conflict.
<p>Evaluation: All children who were not on track with CL took part in communication groups such as lift off to language or chatter bags in small groups to have quality interactions and be able to talk in a smaller group environment than key groups. Class teams developed communication boards, to use to support children to communication needs, particularly at snack time or when choosing where to play. Staff in the classrooms took time to engage with children on a 1:1 basis during ChiL to develop social skills and communication to help overcome barriers, by playing simple games, engaging in their play and modelling activities.</p>		
C.	All children who are in receipt of EYPP to develop relationships with adults, both keyworkers and close care givers	All of the success criteria have been met. The relationships between parents and their children have improved and both stakeholders have enjoyed spending time together. Pupil Premium meetings show keyworkers and class teachers know their children well and what they need to do to move on in the next steps.
<p>Evaluation: All children have visited the zoo at least three times with their keyworker or class teacher, as well as two additional times with their main care givers. Where additional visits, walks or outings have taken place, staff have carefully planned the adult the children are with to ensure they are with some they are confident to be around and share experiences with, so that they get out of the visit and can express their thoughts and ideas. As this has been a success, the class teacher have completed transitions with all schools to promote this continuing.</p>		
D.	All children who have suffered a significant loss to be offered support through external agencies	The family worker support for this target has been more linked to parent’s needs, rather than the children’s and although, in the long run, this will support the children, the impact has not been so immediate.
<p>Evaluation: The family worker team has completed a number of referrals for families who are in receipt of EYPP including food bank, charity, clothing and show, level trust, freedom programme, graded care profiles etc. They have also supported parents who are separated through a breakdown in relationship or death with school applications, visits, housing, universal credit and any other support needed.</p>		