

1. Summary information											
School	Hart Hill Nursery School										
Academic Year	23/24	Total PP budget to date	£2100			Date of most recent PP Review		Sept 23			
Total number of pupils	117	Number of pupils eligible for PP	7 Sept – 13 Aut 12 - Spr			Date for next internal review of this strategy		July 24			
2. Current attainment											
				Pupils eligible for PP (8 (57%) SEND)				Pupils not eligible for PP (21% SEND)			
				Base (7)	Aut (13)	Spr (13)	Sum (14)	Base (56)	Aut (80)	Spr (75)	Sum (89)
% children working at a level that is deemed 'on track' in all areas of curriculum				14% (1)	23% (3)	15% (2)	21% (3)	34% (19)	34% (27)	35% (26)	39% (35)
% children working at a level that is deemed on 'on track' in PSED				29% (2)	46% (6)	38% (5)	29% (4)	48% (27)	63% (50)	63% (47)	64% (57)
% children working at a level that is deemed on 'on track' in PD				57% (4)	62% (8)	62% (8)	43% (6)	57% (36)	73% (58)	71% (53)	67% (60)
% children working at a level that is deemed on 'on track' in CL				43% (3)	46% (6)	46% (6)	29% (4)	40% (22)	61% (49)	57% (43)	56% (50)
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.										
B.	A large number of the children who are in receipt of EYPP are new to the school and are just developing relationships with their class teachers or keyworkers; it is taking time to get to know the children and their individual needs.										
External barriers											
C.	All of the children who are not being assessed on SEND holistic profile have significant events going on in their lives, which impacts on the experiences and opportunities that they are subjected too.										
D.	All of the children are either lone children in their family homes, or have a significant number of siblings, of varying age ranges.										

4. Desired outcomes		Success criteria	EYPP funds will be used for
A.	For all children who have severe and complex needs and that are assessed under the SEND Holistic Profile to be able to be supported at moments of crisis through a sensory diet and support.	<ul style="list-style-type: none"> • School to access support from Sensory OT • Reports to recommend targets to be included in Contracts of Education • Staff to observe and model the good practice the therapists are doing, whilst they are not present • SENDCO to monitor and support school staff where needed • Training plans to be developed for staff, so that practice is consistent • Resources to be purchased as needed to support sensory needs of individual children 	<ul style="list-style-type: none"> • Items for sensory breakfast • Resources for sensory play, cooking, art • Individual resources where needed and recommended by OT for EYPP children
B.	For all keyworkers to know who is in receipt of EYPP and how best to meet their needs on a day to day basis, particularly linked to communicating their needs and wants and expressing emotions and supporting friendships.	<ul style="list-style-type: none"> • Keyworkers to set up time within ChiL to develop relationships and trust with children • Keyworkers to use contracts of education and parents meetings to explore the children needs, likes, dislikes and next steps • Children to have access to simple games and my turn, your turn activities to help build the relationship • EAL learning mentor to explore use of Lift off to Language and Chatter Bags to support children's vocabulary and communication 	<ul style="list-style-type: none"> • Simple my turn, your turn games • Resources for chatter bags
C & D	For all children who are in receipt of EYPP to take part in educational visits, and additional experiences to support build relationships with main caregivers and widen the children's experiences.	<ul style="list-style-type: none"> • Family workers to explore the types of experiences the children have had prior to joining the school • Set up trips and visits to support cultural capital and widening experiences for children • Subside school trips that whole class are invited to, so that children in receipt of EYPP have access to the same opportunities • Develop play and learn sessions, where parents can attend with their children to build relationships and understand that they are learning in school and how they can help them at home • Ensure children who have a specific strategy being used in school, have the same opportunity at home eg communication boards, toileting, zones of regulation etc 	<ul style="list-style-type: none"> • Subsidising school trips by 50% • Resources to develop and facilitate family groups for learning • Photocopying and laminating for resources for home, where required

5. Evaluation of Desired outcomes		Success criteria
A.	For all children who have severe and complex needs and that are assessed under the SEND Holistic Profile to be able to be supported at moments of crisis through a sensory diet and support.	<ul style="list-style-type: none"> • School to access support from Sensory OT • Reports to recommend targets to be included in Contracts of Education • Resources to be purchased as needed to support sensory needs of individual children
<p>Evaluation: The Occupational therapist has spent time in Squirrel and Owl class, supporting environment and changes needed to help children with severe sensory processing needs. Reports have supported EHCP applications, as well as to help change day to day practice. The school has purchased a number of items on the recommendation of the OT, including a peanut ball, lycra sock, fabric swing, spinning chair to name a few. Staff have been reviewing the children’s offer for sensory breakfast and purchasing items from the weekly Tesco order, to offer variety. Children have successfully used this as a way to regulate and to explore new foods. Many of the children are now accepting fruit as part of their diet, that they may not have chosen before. The tray has a mixture of crunchy and soft foods, to offer a contrast in textures for the children; many of the children initially accepted dry, beige foods. Resources have been purchased, linked to sensory art and cooking, that can involve in children, in a safe way, such as a blender, to blend cereal to make safe sand that can be eaten.</p>		
B.	For all keyworkers to know who is in receipt of EYPP and how best to meet their needs on a day to day basis, particularly linked to communicating their needs and wants and expressing emotions and supporting friendships.	<ul style="list-style-type: none"> • Keyworkers to set up time within ChiL to develop relationships and trust with children • Keyworkers to use contracts of education and parents meetings to explore the children needs, likes, dislikes and next steps • Children to have access to simple games and my turn, your turn activities to help build the relationship • EAL learning mentor to explore use of Lift off to Language and Chatter Bags to support children’s vocabulary and communication
<p>Evaluation: The EAL learning mentor has purchased a number of resources to support the development of chatter bags; these support the children to learn the name of objects and their purpose. This has helped to improve children who are in receipt of EYPP and also EAL to learn English quickly in a fun way. These words are now being transferred back into the classroom setting. Children who have been successful with chatter bags have then moved on to Lift off Language sessions, where communication then becomes about a conversation, using full sentences. Keyworkers have used the time they have had in ChiL to develop relationships, this has allowed us to use EYPP funds to commission a yoga teacher, to support children who struggle to regulate their emotions, to have 1:1 sessions. Children have successfully used this time to have quality time to focus on themselves, without other children joining in, or overtaking the sessions. Simple games have been purchased and the school has run a turn taking after club, which children in receipt of EYPP have had free access too. This has offered time for children to work together in small groups, in a quiet environment to learn to play simple games and develop confidence with waiting for their turn. These skills have then successfully been transferred back to the classroom.</p>		

C&D	<p>For all children who are in receipt of EYPP to take part in educational visits, and additional experiences to support build relationships with main caregivers and widen the children's experiences.</p>	<ul style="list-style-type: none"> • Subside school trips that whole class are invited to, so that children in receipt of EYPP have access to the same opportunities • Offer free after school clubs, one per term, to support wider experiences.
	<p>Evaluation: All of the children in receipt of EYPP have taken up the offer of one free after school club per term, when they have attended an afternoon session. The clubs have varied from turn taking and games, to football, cooking, dance, gardening, adventure etc.</p> <p>The school offered all activities, where a charge was required, at a subsidised rate, when parents asked for support. This included a fun day in school, with Socratots, den building, Little city, Soft Play, bouncy castle.</p>	