



1. Summary information												
School	Hart Hill Nursery School											
Academic Year	24/25	Total PP budget to date	£1856.40					Date of most recent PP Review			Mar25	
Total number of pupils	118	Number of pupils eligible for PP	12 Autumn Term, 13 Spring Term, 18 Summer Term					Date for next internal review of this strategy			Jul 25	
2. Current attainment – on track												
Attainment data does not include children who are on the SEND register (4 Autumn & Spring), (7 summer)	Baseline			Autumn			Spring			Summer		
	CL	PSED	PD	CL	PSED	PD	CL	PSED	PD	CL	PSED	PD
2 year olds in receipt of EYPP	3/3	3/3	3/3	3/3	3/3	3/3	3/3	3/3	3/3	3/3	3/3	3/3
3 year olds in receipt of EYPP	2/5	3/5	3/5	5/5	5/5	5/5	5/6	6/6	6/6	3/3	3/3	3/3
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.	There are a large number of children in the 3 year old class, which can make the individualised learning for the few EYPP in Otter Class difficult to manage, despite a number of staff in the room.											
C.	All 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 the children who are in receipt of EYPP have families who are extremely busy, either through both parents working, co-parenting over two addresses, or a number of siblings in the family home. All of the families have additional pressures on them, that impacts time with the children.											

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 that may be gaps to peers, or stagnant progress. (4 children)	<ul style="list-style-type: none"> • Individualised EYPP plans to be created to demonstrate areas of need and how funding will support this • 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 • Named staff to carry out bespoke interventions and record impact on individualised plan 	<ul style="list-style-type: none"> • PPA time for SEND TA to create plans and monitor plans • Storage boxes and resources for individual learning • Support staff time to carry out interventions needed
B.	For all children in Otter Class, who are in receipt of EYPP, to have access to quality high teaching in small group and 1:1 situations, throughout the week, so that they can make progress in the Prime Areas of Learning (5 children)	<ul style="list-style-type: none"> • Explore attainment data and gaps in learning to address • Review which children attend which interventions to support – looking at factors such as EAL, EYPP, SEND etc • Use additional spaces in the school to review smaller, quieter sessions once a week, when appropriate, to support relationship building and quality time • Use of Yoga to promote some 1:1 time for EYPP children • Use talking time as a resource to support small group work focussed on increased communication and language skills 	<ul style="list-style-type: none"> • Time for LK and ST to deliver talking time • EAL time for small group work • Keyworker time for smaller groups and 1:1 work • Cost of yoga for 1:1 sessions where needed
C.	For all children to improve their attention and concentration, so that they close the gap to their peers in communication and language (12 children)	<ul style="list-style-type: none"> • Resources to be purchased for attention skills, cause and effect and awe and wonder • Interventions for attention skills – training offered to staff unsure – all staff for stage 4 to ensure progression • Planning time to plan lift off to language, chatter bags, attention skills • Headteacher to create a small group, at ad hoc times, to look at developing the gardening area – EYPP children to help to create, plant, clear and look after the allotment, until March when classes will help. 	<ul style="list-style-type: none"> • SENDCO time to prepare training • 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/ planting • HT time to offer quality time

D.	For all families to feel empowered to support their child with their education, and life opportunities, in unison with the school. To work together to achieve a common goal. (11 children)	<ul style="list-style-type: none"> • Support groups to be planned linked to families eg SEND workshops, coffee and chat with family workers and SENDCO • Explore the use of home visits to support demonstrating key strategies in the home environment, where parents request • Children to have opportunity for after school clubs to support parents with additional respite/childcare (1 club per term) 	<ul style="list-style-type: none"> • Family worker/SEND TA time to home visit • Purchase of SEND resources eg PECS books, Teacch schedules for home • Refreshments for parents at workshops • Resources at workshops for parents • Cost to cover school club (£6 per club, per week, per child)
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5. Evaluation of Desired outcomes		Success criteria
A.	For each individual child, who has severe and complex needs, to make strong progress in areas of the SEND Holistic Profile, where that may be gaps to peers, or stagnant progress. (4 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
<p>Evaluation: EYPP meetings took place for all children who have severe and complex needs and are assessed using the holistic profile. These meetings included the SENDCO/AHT for Inclusion and the SEND TA's who worked closely with the children every day. Discussions took place on the areas of the profile where children were not making one step progress a term, as well as discussions around percentage of transition time into mainstream classes, from the provision.</p> <p>Using these discussions targets were agreed for each child's contract of education, and resources were researched and purchased, if needed, to support further development to the individual skills for the child, or improvement in the environment and the access to the area of the curriculum – which in turn improved provision for all children, but highlighted the need for specific individuals, who were EYPP. The particular area that needed further support was sensory (environment) and physical skills (individual children), as well as support with regulation (environment and individual).</p>		

<p>B.</p>	<p>For all children in Otter Class, who are in receipt of EYPP, to have access to quality high teaching in small group and 1:1 situations, throughout the week, so that they can make progress in the Prime Areas of Learning (5 children)</p>	<ul style="list-style-type: none"> • Explore attainment data and gaps in learning to address • Review which children attend which interventions to support – looking at factors such as EAL, EYPP, SEND etc • Use additional spaces in the school to review smaller, quieter sessions once a week, when appropriate, to support relationship building and quality time • Use talking time as a resource to support small group work focussed on increased communication and language skills • Use of Yoga to promote some 1:1 time for EYPP children
<p>Evaluation: A timetable of interventions was created in the Spring and Summer terms. This timetable looked at the children’s individual Contract of Education and targets or areas of learning, where they were not yet on track. Each child had one intervention, which was in the area of most need, that took place at the same time and with the same member of staff each week. During these sessions, clear targets were being worked on, and success, or struggles were reported back to the class teacher/keyworker via the Cpoms system. The school ensured that minimal time was taken away from the current timetable, so that children were given enough time to explore and take part in child-initiated learning. In addition to the small group interventions, class teachers displayed key targets, for all staff to understand and support children with, during both group times and individual play times.</p>		
<p>C.</p>	<p>For all children to improve their attention and concentration, so that they close the gap to their peers in communication and language (12 children)</p>	<ul style="list-style-type: none"> • Resources to be purchased for attention skills, cause and effect and awe and wonder • Interventions for attention skills – training offered to staff unsure – all staff for stage 4 to ensure progression • Planning time to plan lift off to language, chatter bags, attention skills • Headteacher to create a small group, at ad hoc times, to look at developing the gardening area – EYPP children to help to create, plant, clear and look after the allotment, until March when classes will help.
<p>Evaluation: The SENDCO/AHT for Inclusion carried out initial audits of attention skills and resources available. Training was given to all staff on the four stages of attention skills, including what progress looks like and key elements to watch out for, so that staff know when children are ready to move to the next stage, and when they are not. Every member of staff, has a training plan (or appraisal or probation record) and these included a SEND target for staff. Where a staff member discussed not being confident with attention skills, they were encouraged to observe good practice and take time to lead a group. The EAL Learning Mentor has a flexible timetable, which allows for planning and preparation between groups. This ensures that high quality interventions take place. The Headteacher has completed some gardening tasks with small groups of children, however these are not as sustainable or consistent, due to the ever changing role. The Headteacher has, therefore, spent time in the classes with children, playing and observing their progress.</p>		

<p>D.</p>	<p>For all families to feel empowered to support their child with their education, and life opportunities, in unison with the school. To work together to achieve a common goal. (11 children)</p>	<ul style="list-style-type: none"> • Support groups to be planned linked to families eg SEND workshops, coffee and chat with family workers and SENDCO • Children to have opportunity for after school clubs to support parents with additional respite/childcare (1 club per term)
<p>Evaluation: Family Workers and SENDCO/AHT for Inclusion have begun to arrange workshops for parents, however at the moment, these are following instruction or advice from the Headteacher. Confidence has grown in the roles with public speaking and planning the groups for the parents benefit. All groups run have been highly successful in the messages given and support received from families. The plan is to continue to increase Family Workers and AHT's confidence to make these support workshops a rolling programme, preplanning across the year and taking ownership of what is needed for the families in our school. All children who in receipt of EYPP have been offered 1 fully funded club a term, these have been discussed with the class team prior to organising and the club is linked to an area, where each individual child may need further support, eg sensory club, art club, cooking, sports, dance, ballet.</p>		