



Caversham Nursery Pupil Premium Strategy 2023-2024

As a nursery school we are unsure of the numbers of children eligible for pupil premium each year and are therefore unable to make any firm financial commitments. We continually review our strategy throughout the year as new children join us each term (and are identified as eligible for Pupil Premium funding). With the Nursery School taking children directly from our day care including funded 2-year olds - we have the opportunity to start working with identified children at an earlier age. EEF research suggests an earlier starting age can add 6 months' additional progress where children have been in receipt of high-quality early education.

Main Barriers to Learning	How Pupil Premium will be spent	How we will measure the Impact?
<p>Readiness for Nursery- many children need support to develop active learning and independence skills when starting nursery.</p> <p>Poor self-regulation skills amongst children that impede their ability to access the curriculum- Good self-regulation skills are linked to successful learning and problem solving. Research shows improving self-regulation skills within young children can lead to an additional 7 months' progress in the curriculum.</p>	<p>Additional staff support in the rooms especially at the beginning of term to help children settle and to provide additional support to children when separating from their carer.</p> <p>Individual support is given using bespoke specialist EYP to extend and scaffold children's social and emotional skills as well as specific gaps in their learning. Supporting children to regulate their emotions and behaviours as well as making choices in their learning.</p>	<p>Use the Leuven scale of wellbeing and involvement to measure children's wellbeing.</p> <p>Observe that children settle quickly into nursery and are ready to learn.</p> <p>Children move to 'on track' and remain there throughout the year.</p> <p>Data continues to show the children eligible for EYPP who had moved through the nursery have made significant progress and the gap between them and the rest of the new cohort will reduce.</p> <p>Children who have started in the nursery aged 2 or earlier are transferring into nursery school with more self-regulation</p>

		and independent skills. This means they are able to access the curriculum very quickly.
Limited experiences e.g. looking after a pet, baking, gardening, visits to external places.	<p>Money will be used to provide resources to enable children to experience these activities e.g. plants, soil, baking ingredients, pet food etc.</p> <p>Using outside providers to enhance our curriculum and provide children with more awe and wonder opportunities e.g. living eggs, butterflies, forest schools etc.</p> <p>Money will be spent to facilitate the learning opportunities and experiences outlined in the REYS charter to provide breadth of curriculum.</p>	Engagement in the breadth of curriculum on offer is high. Children enjoy and talk about their experiences (evidenced on Tapestry and through our weekly curriculum catch up).
Significant numbers of pupils have difficulties with communication and language and this has an impact upon progress across the curriculum.	EEF research shows an average 6-month additional progress when used effectively, and we would aim for children to make accelerated progress in speaking and listening from their starting points. We have used and will continue to use money to train staff in attention autism bucket sessions, understanding autism, speech and language development, the use of visual toolkits and Makaton sign language which they have cascaded to team members and will continue to do so.	Measure the progress of children's language against children's learning Intentions and next steps for learning and ensure they are on track to meet the end points in Communication and language. against baseline data and the rest of the cohort.

	<p>We also employ a part time speech and language assistant to support children's speech and upskill staff</p>	
<p>A small group of families receive external support from Early help, social worker etc. to deal with situations that can impact upon attendance, learning, behaviour and welfare of pupils.</p> <p>Children living in home environments that have been financially impacted by Covid (i.e. losing income due to Covid). Also latterly the cost of living crisis as a result of Covid.</p> <p>Children may have been living in an environment with emotional stress and trauma.</p>	<p>To fund additional sessions and staff member time to attend relevant meetings and appointments to support parents and model positive parenting strategies.</p> <p>We work in partnership with the Children's Centre (family support workers) and Weller centre to provide families with additional support where needed.</p>	<p>More coherent approach to External support.</p> <p>Coordinated approach to attending meetings and supporting children and families.</p>
<p>Supporting parents and their children to access all areas of learning - research (EPPSE) suggests the importance of the home learning environment is the most significant indicator of a child's successful outcomes throughout their school life.</p>	<p>We use Tapestry to engage parents by suggesting a home learning extension/embedding activity for each observation.</p> <p>We have appointed a Family worker from Sept 23 who will be providing a range of universal and targeted support to our families - including workshops on how to support language, potty training, behaviour management etc.</p>	<p>Improved long term outcomes for children, good progress in areas addressed.</p> <p>High parental engagement with Tapestry; share good practice to encourage other families.</p> <p>Parents/Carers attend Stay and Play sessions and use ideas/resources at home with their children.</p>

	<p>Drop-in sessions where we can support parents/carers to access Tapestry on their devices.</p> <p>Termly stay and Play sessions so parents/carers can see what their child is doing in Nursery and get some ideas about how they can support them at home.</p> <p>Providing a weekly curriculum catch up to enable parents/carers to support their children's learning at home. We engage parents through daily contact and regular focus meetings.</p> <p>Sharing focus stories/rhymes/Makaton signs on Tapestry to model good practice, upskill parents/carers and increase their confidence when teaching their children.</p> <p>We will be creating a library for families to access during drop off and collections.</p>	<p>Parents/carers to feel empowered to support their child's learning.</p>
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This strategy will be reviewed throughout the year but annually with Governors.

Date of next review: Sept 2024