



Early Years Pupil Premium

Eligibility in Nursery 2024-2025

Autumn Term – 6 children = £918

Spring Term – 7 children = £856.80

Summer Term – 8 children = £1320

EYPP Funding was used to:

- Pay for an additional Teaching Assistant to deliver the SALT programmes for ½ day per week.
- To develop the cultural capital by having termly forest school sessions and deliver the Change for Life Programme in collaboration with North Tyneside Council with both children and their families
- Training to deliver the Story Dough programme to support Early Literacy skills in Nursery.
- Pay for an additional Teaching assistant in the Autumn term to support the children with a range of additional needs with the transition into Nursery as well as support their readiness to learn.

Impact

Additional Teaching Assistant (SALT)

- 4 children started Nursery with a speech programme however 8 children received speech programme whilst in Nursery.
- The additional Teaching Assistant provided specialist support to these children to develop the language and communication skills.
- In addition targeted intervention through the Launchpad for Literacy intervention, Elkan, BLAST and the Over and Over project, enhancing the Nursery environment and focusing on targeted weekly vocabulary using visuals as well as the introduction of Skills Board to develop early concepts has ensured that children make at least good progress with their Communication and Language development.
- This has ensured children make rapid progress as 76% of children have made expected progress with 24% of children making more than expected progress over the year in Communication and Language. 16% of children started nursery working within Age Related Expectations (ARE) however 18% of pupils in the cohort were raising three's and attended Nursery for 5 Terms. By the end of the year 21% of children are now working at ARE.

Developing the Cultural Capital of pupils

- The summer data highlights the greatest progress has been within Personal, Social and Emotional development (PSED), Physical Development (PD) and Understanding of the World (UW) which will be supported by our forest school sessions in the summer term, Change for Life programme and the introduction of Squiggle whilst you Wiggle programme.
- In UW 91% of pupils made at least expected progress and 30% of pupils made above expected progress with 26% of pupils working at ARE by the end of Nursery. These will be further consolidated in Reception with weekly forest school
- In PD 85% of pupils made at least expected progress with 15% of children making above expected progress. This meant that 18% of pupils were now working at ARE. This will be due to the Change

for Life programme run by North Tyneside Council and our Squiggle Whilst you Wiggle programme. This will be continued using Drawing Club and Squiggle me into a Writer in Reception

- In PSED 69% of pupils made expected progress in PSED and 33% made above expected progress meaning that 18% of children are now working at ARE. This will be supported by our Foundations for Learning programme which will continue into Reception and beyond.

Training and Implementation of Story dough

- Story Dough is an imaginative approach to early literacy that combines **sensory play** with **storytelling**. Children use playdough as a creative tool to build characters, settings and props, which helps them explore narrative ideas in a hands-on, meaningful way. Through model-making and discussion, pupils develop: Oral storytelling skills, Vocabulary and language structures, Understanding of story sequences, Fine-motor control. Children are encouraged to talk about what they have made, tell stories using their creations, and collaborate with others. Story Dough supports confident communication and lays strong foundations for early writing.
- In Literacy 82% of children made at least expected progress and 30% made above expected progress. By the end of Nursery 18% of children were now working within ARE. This will be continued through the use of Helicopter Stories and Drawing Club Intervention in Reception.
- Furthermore 76% of children have made expected progress with 24% of children making more than expected progress over the year in Communication and Language and 16% of pupils working within ARE.

Additional Teaching Assistant (Autumn Term)

- On entry the majority of children were working significantly below the national expectations with an average of 13.5% of children working at ARE in each aspect.
- The additional support helped deliver targeted intervention and support those children with additional needs. This ensured children made rapid progress in the Autumn term and set the children up with the skills and attributes in order to ensure they were ready to learn.
- Those children who still required additional support in order to access the learning opportunities available were able to continue to receive the support needed through the Early Years Inclusion Funding (EYIF). 5 children continued to access additional support through the EYIF, 1 child had an EHCP with 10 hours additional support and transitioned into a specialist provision at the end of his nursery Year. 2 of the children with EYIF started Reception with an Education and Health Care Plan (EHCP) to continue to support their individual needs. Another 2 children are currently undergoing an EHCNA.
- 76% of pupils made expected or more than expected progress in Communication and Language, 69% of pupils made expected or more than expected progress in Personal, Social and Emotional Development and 85% of pupils made expected or more than expected progress in Physical Development. These areas are classed as Prime Areas of Learning and embed a good foundation for learning.