

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

#### ***To support children's PSE development***

The Early Years Professional Development Programme (EYPDP) provided staff with training based on the latest research and evidence particularly in areas such as communication and language development and social and emotional learning. Helped staff to understand specific strategies to support children from the most disadvantaged backgrounds.

The Think Equal programme enabled staff to support children to identify and express their emotions, which led to improved emotional intelligence. Children were given the opportunity to understand their own and others' feelings and perspectives. It supported the building of relationships by encouraging cooperation, kindness and mutual respect.

The school employed a speech and language therapist one day a week to work with children attending our Rainbow provision and to children who were identified with a Speech & Language need on our Welcomm assessments. Targets were created for children's individual needs and shared with both parents and staff to ensure that all support was triangulated for the needs of the child. Best practice was modelled at all times to staff, including individualised targets to ensure that staff delivery was consistent in her absence. Continued professional development is essential for all staff to ensure practice and knowledge is up to date; regular training was delivered to staff to emphasise the importance of all communication, not just verbal.

The Welcomm programme helped support children's communication and language skills particularly for those who were at risk of developmental delays. Staff supported children's ability to communicate which boosted their confidence in social situations enabling children to form friendships, and better equipped to engage with others.

Our EYPP lead provided support to children to build secure relationships, model positive behaviour, and encourage emotional understanding using tools like *The Colour Monster*. Emotional regulation was supported through strategies such as busy boxes, visual timetables, and now-and-next boards to assist with transitions and reduce anxiety. Sharing, turn-taking and peer relationship-building was promoted, alongside encouraging toilet training in collaboration with parents. Staff were assisted in managing dysregulation and children were supported in understanding the nursery

boundaries and routines. In turn, children became confident and independent in attending nursery, developed an understanding of emotions, improved social interactions, and made significant progress in communication and language, exploring the learning environment with growing independence.

The school issued 7 recipe bags to children throughout the academic year. Each recipe bag increased in skill and time throughout the year which increased the amount of time parents and children spent together cooking, therefore increasing quality time together.

The school invited parents and carers in monthly to share books together and to gain an insight into Nursery story time. This encouraged parents to see the value that nursery provides for their child. Parents were surveyed at the end of the year and out of all those surveyed, 100% agreed that the story time sessions were beneficial for themselves and their child. One parent commented that it was lovely to see 'how relaxed' their child was in the nursery environment.

Nurture sessions play an important role in supporting children's emotional well-being, building resilience and developing care and empathy.

The environment provided a safe and nurturing environment where children felt valued. Children were helped to understand and manage their emotions using tools like *The Colour Monster*, which validated their feelings, and provided them with strategies to self-regulate. Social development was encouraged through modelling play, turn-taking and friendly behaviour and by adults providing specific positive praise. Self-independence was promoted through expressive activities such as drawing, storytelling, and role-play. Shared snack times offered opportunities to teach good manners, encourage conversation, and build peer relationships. As a result, children were able to transfer these skills and demonstrated significant improvement in self-confidence and emotional understanding, and demonstrated increased independence and perseverance skills. Children became more confident in interacting with peers and adults, demonstrated friendly behaviour which built strong friendships. Communication and language skills improved, enabling children to articulate their needs and wishes.

*End of year data showed that 97% of children made progress from their starting point towards Goal 1 – To be happy, independent and confident.*

### ***To support children's communication & language***

The Early Years Professional Development Programme (EYPDP) provided staff with training based on the latest research and evidence particularly in areas such as communication and language development and social and emotional learning. It also helped staff to understand specific strategies to support children from the most disadvantaged backgrounds.

The Think Equal programme offered opportunities to enrich children's vocabulary improve listening skills and verbal expression and encouraged children to articulate their thoughts, feeling and ideas.

The school employed a speech and language therapist one day a week to work with children attending our Rainbow provision and to children who were identified with a Speech & Language need on our Welcomm assessments. Targets were created to address children's individual needs were shared with both parents and staff to ensure that all support was triangulated for the needs of the child. Best practice was modelled at all times to staff, including individualised targets to ensure that staff delivery was consistent in her absence. Regular training was delivered to all staff to ensure practice and knowledge was up to date, and to emphasise the importance of all communication, not just verbal.

The Welcomm programme provided targeted support to those identified of having gaps in their communication and language skills. Staff provided children with activities to support them to express their needs and feelings and to be able to describe them. By the end of the year children were able to articulate their needs and feelings effectively.

The school issued 7 recipe bags to children throughout the academic year. Each recipe bag increased in skill and time throughout the year, which increased the amount of time parents and children spent together. This provided opportunities for parents and children to have meaningful and intentional discussions, such as, discuss what they were doing, giving each other instructions and commenting on what is happening,

The school provided sensory bags to children with SEND, which enabled children to engage in a hands on experience with their parent/carer supporting non-verbal communication through encouraging gestures, facial expressions and body language.

The school invited parents and carers in monthly to share books together and to gain an insight into Nursery story time. Parents were provided with props for each of the core stories; this supported the retelling of these stories at home. Story sessions strengthened and enhanced parent child relationships making communication a collaborative and enjoyable process.

### ***To support children's SEMH needs***

The Think Equal sessions provided a safe space where children felt understood and valued, enhancing their sense of security and belonging.

Our EYPP lead focused on boosting confidence, self-esteem, and relationship-building through 1:1 sessions and play-based strategies. *The Colour Monster* was used to

support emotional expression and provided mindfulness tools, social stories, and visual aids for use at home and nursery. Positive play behaviours were modelled where appropriate, to encourage desired outcomes. Children showed increased confidence, strong emotional well-being, and improved communication. Children became more secure in the nursery environment building relationships.

All parents received a Hygge well-being goody bag. These bags not only provided practical support but also helped foster a nurturing, connected approach to addressing vulnerabilities, benefiting the child's overall development and the family's well-being.

Nurture sessions play an important role in supporting children's emotional well-being, building resilience and developing care and empathy. Our EYPP lead created a secure and valued space to meet children's individual mental health needs; emotional expression was supported through play, role-play, the use of social stories, drawing, and discussions. All behaviour was recognised as a form of communication, and adults were able to respond to children's needs effectively. As a result of the sessions, children were able to express their thoughts and emotions through drawing, role play, storytelling, and meaningful conversations. Adults formed strong connections with children, allowing them to feel supported and confident in sharing their thoughts and feelings. As a result, progress was seen in emotional regulation and social interaction both nurture and Nursery.

The nurture sessions significantly enhanced children's self-esteem, relationships, and ability to navigate their emotions effectively.

***Parental surveys at the end of the year highlighted that out of the parents surveyed, 96% agreed or strongly agreed that their child was happy at Nursery and 100% agreed or strongly agreed that their child felt safe.***

### ***To acknowledge parental anxieties and provide support***

Throughout the year of the Think Equal program children's ability to self-regulate improved, showing signs of school readiness and thus alleviating parental anxiety about transition to their next school.

Our EYPP lead worked closely with families, offering practical support such as home visits, behaviour guidance, and toilet training strategies. Created home learning packs, busy boxes, and visual aids (e.g., now-and-next boards) to support children's routines and behaviours at home.

Provided resources and signposted parents to relevant courses and lending libraries for additional support. In addition maintained weekly contact with families and attended TAF meetings, collaborating with professionals to offer tailored guidance. Feedback

showed families felt supported with practical strategies and resources to manage behaviours and routines at home. This collaborative approach strengthened parents' confidence in supporting their children's needs.

All parents received a Hygge well-being goody bag. These bags not only provided practical support but also helped to foster a nurturing, connected approach to addressing vulnerabilities, benefiting the child's overall development and the family's well-being.

### **Story sessions & Story packs**

***Parental survey's at the end of the year highlighted that out of the parents surveyed, 95% felt that they and their child felt valued and 95% of parents developed a strong relationship with their child's key person.***