

HARTCLIFFE NURSERY SCHOOL



PUPIL PREMIUM STRATEGY 2024-25

Approval Body	Governing Body
Approval Date	17.07.2025
Implementation date	2024-2025
Review date	Annual

This statement details our school's use of Early Years Pupil Premium (EYPP) funding to help improve the attainment of our disadvantaged pupils. It outlines our Pupil Premium Strategy, how we intend to spend the funding in this academic year and the impact that last year's spending of pupil premium had within our school.

The Early Years Pupil Premium (EYPP) is additional funding given to Early Years settings to improve the education provided for disadvantaged 2, 3 and 4-year-olds. It helps towards buying additional resources and equipment, providing a range of play and learning activities. It is the responsibility of each setting to identify children and families that are eligible for the funding and support them to apply for it. If a child is eligible the setting will receive £342 to support them. This equates to 53p an hour or £25 a month.

Families are eligible for pupil premium if they:

- are receiving Income Support
- are receiving income-based Jobseekers Allowance and /or Employment and Support allowance
- are supported through the Immigration and Asylum Act 1999
- receive State Pension Credit
- receive Child Tax Credits
- receive Universal Credit
- are a Child Looked After by the state or has left Care.

Our Approach

We have a strong commitment to offering children at Hartcliffe Nursery School rich learning experience exploring the world around them indoors and especially outdoors. We provide a rich, engaging and challenging environment that promotes young children's learning. We embrace the learning and community knowledge that families bring with them and by sharing knowledge together we can build up children's social and cultural capital and narrow the gap between children in receipt of EYPP, other vulnerable children and those that are not.

Knowing children's starting points is key to knowing what knowledge each child needs to gain in order to reach the ambitious goals in our curriculum.

The amount we receive for Pupil Premium funding is used to enhance our bespoke and targeted provision broadening children's life experiences.

The setting will receive up to £342 for each child per year to enhance the support they are offered with their nursery class place. Parent/ Carers will be asked to complete an EYR1 form when they register their child, enabling us to apply for pupil premium funding.

Cultural Capital

In early years education, 'cultural capital' refers to the knowledge, experiences, and skills that children need to succeed in life and prepare them for future learning.

Our nursery provides a rich and varied learning environment that celebrates diversity, fosters curiosity, and prepares children for a successful future.

Our curriculum builds on children's existing cultural background and provides new opportunities for them to explore, discover, and broaden their understanding of the world, fostering curiosity, encouraging exploration, and exposing them to a wide range of cultural experiences.

Building on Existing Knowledge:

Children arrive at nursery with a wealth of experiences from their home and community. Key people recognise and celebrate what each child brings, using them to inform our curriculum and foundation for further learning.

Expanding Horizons: Our vision is to provide children with new and diverse experiences that broaden their understanding of the world. This includes, trying new foods, widening tastes, learning about a range of cultural celebrations and traditions, hearing different languages, visits to museums, parks, library or Hartcliffe Farm.

Developing Essential Skills: Our curriculum includes the development of essential skills such as communication, problem-solving, and social interaction, which are all crucial for success as a life-long learner.

Preparing for the Future: Our curriculum goals equip children with the knowledge and skills they need to thrive in later life, including academic success, social and emotional well-being, and a positive contribution to society.

Our curriculum is created around the child, particularly those at a disadvantage. We have thought deeply about the what each child and their family brings and how we can build on these experiences and knowledge.

We hold our children in mind when designing and reviewing our curriculum. We also ensure that key people prioritise forming strong relationships with families and children.

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year Autumn term September 2024 – March 2025 March 2025 – July 2025 146 children eligible for Pupil Premium from April – July 2025.	2's £15,779.80 3's £28,447.80 £44, 227.60 (September 2024 – March 2025) + £28,860.00 (April – July 2025)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for academic year (September 2024-July 2025)	<p>We are predicting the total to be: £73,087.60 (currently waiting for confirmation from BCC EY's Team)</p> <p>(Funding may increase slightly as we have termly admissions.)</p>
<p>The allocation for 2023-24 was £xxx per child – if a child attended the nursery for three terms. The number of children eligible for EYPP fluctuates over the year as it is checked termly; we always have more children eligible in the summer term.</p>	

Our Intent

From our pupil developmental assessment data, local and national educational priorities we have identified the following areas as priorities for enhanced support to successfully engage in early education for children who are eligible for Pupil Premium.

Monitoring/ improving Attendance:	
<p>Personal, Social and Emotional development</p> <p>Developing a positive sense of self and self-worth is crucial to growing up to be a confident person. Through adult modelling and guidance, they will learn how to believe in themselves and experience a true sense of belonging as well as ways to look after their bodies, including healthy eating.</p> <p>Resilience and courage will help children who have experienced trauma or poverty to navigate their way through life.</p> <p>Engagement with Children's Kitchen project, enabling children to grow and prepare healthy food.</p> <p>Providing fruit and ingredients for children to use to prepare and cook healthy snacks/ meals.</p> <p>Nursery schools do not receive funding to provide free school breakfast or lunches for children who would be eligible for this.</p> <p>We provide breakfast for children who do not access breakfast at home.</p>	
<p>Communication and Language</p> <p>Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p> <p>Engagement with Core Stories and Poetry Basket</p> <p>Staff CPD time and resources</p> <p>Enhanced ratio for small group sensory story</p> <p>Improving the library</p>	

Time to set up resources for Welcomm language screener Time to complete Screener 3x per year.	
Physical Development outside We believe that the outdoors is where children are happiest and learn the most. Through well-planning learning opportunities outside children have opportunities to explore their world away from screens, the huge and the tiny, experience awe and wonder, take risks, develop core strength, cycle, run and become confident movers. Purchasing outdoor clothing so that children can fully explore their world whatever the weather.	
Future Ambitions We plan to begin a cycle of fully funded educational visits that are progressive throughout the year and complement our curriculum as we aim to enrich all children's experiences and cultural capital by going out on educational visits every 6 weeks. We will support and encourage families to attend so that they can benefit from new experiences as well as increase their confidence and knowledge of local resources. Visits would start off local and build up to further travel as the year progresses. We aim to travel by public transport and encourage children to walk which supports their physical development. Educational visits range from the shopping at Morrisons, the Hartcliffe Farm and then going further afield to Bristol City Centre to explore the Harbourside, City Museum, Aquarium, Theatre.	

Additional support for children in receipt of Pupil Premium within Ordinarily Available Provision

Rational and purpose

We provide adapted routines for children who may have barriers to their learning. Smaller group times and small group interventions support children's communication and language skills, social interaction, listening and attention, early reading and healthy eating skills.

(For children who are eligible for PP and have identified SEND any interventions will be informed by their individual support plans.)

Time	Focus
8.30 - 9am Welcome time	Breakfast – healthy cereals, fruit and milk
8.30am – 8.45am Welcome time	Sensory circuits – soft play and Hygge Room
8.45 – 9.00am	Adapted Group time -same learning intentions as main planning

Extra small group time	
9.00 – 10.00am Explore Time	Chatter Box or Attention Bucket Time
10.00 -10.30am Snack time	Preparing a healthy snack - Fruit, plates, bowls, chopping boards and safety knives. Social interaction, positive contribution to tidying and washing up.
10.30 -10.45am Explore time	Pre-teaching big circle learning intentions
10.50-11.00am Tidy up time	Sensory room, Hygge Room – room with reducing sensory overload
11.00-11.20am	Poetry Basket
Sensory Story	Same story and learning intentions as main planning with additional participation support and scaffolded child talk focus.
Lunch Time	Additional hot lunches/ food for children who do not have access to hot meals at home or not able to afford to buy packed lunch.
Outside explore time	Teaching playground games that promote collaboration, turn taking and listening and responding.
2.15 – 2.30pm Home time	Reduce sensory overload during transitions Soft Play, Hygge Room
2.30 – 3.30pm PPA	PPA to resource adapted curriculum, Environment time