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| **Chapel Street Nursery School Summary Information** | | | | | | | | | | | |
| **Academic Year** | **Number of pupils eligible for PP** | | | | | | **Total Estimated PP budget** | EYPP plan set | Reviewed | | |
| 2024/2025 | **On Entry**  **32** | | | **Autumn Term 2** | **Spring Term** | **Summer Term** | £9,000  £3807.50 on resources  £5192.50 on staff support | October 2024 | December 2024 | March 2025 | June 2025 |
|  | **2-3** | **3-4** |
| **Girls 15**  **Boys 17** | **2**  **8** | **13**  **9** |
| **SEN Tracker**  **4** | | |

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| **Current Attainment of pupils eligible for PP** |
| This data does not include children tracked on the SEND Holistic profile. At each assessment point there will be a review of the EYPP strategic plan and how effective it is being and any next steps and adjustments needed. |
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| **Specific Identified barriers to future attainment for pupils eligible for PP year 2024-2025** | | | | | | |
| A | Baseline data tells us that Communication and Language is an area that needs developing across the nursery. The EYPP children have 59% off track this is compared with 67% of Non EYPP children not on track. 2 girls from the 2-3 year olds are 100% not on track and out of the 8 boys from 2-3 year olds, 88% of those are not on track. Out of the 13, 3-4 year EYPP girls 46% are not on track. 9, 3-4-year-old boys 44% are not on track. Across the nursery there are 14 EYPP children who have EAL and out of those, 79% are off track.  We need to address communication and language across the nursery with a large focus on 2-3 year olds. All staff, apart from two new staff who are on an apprenticeship scheme, have been trained in Lift of to language. This will commence if it hasn’t already in Autumn term 2 with a focus on those children who are off track. Room leaders to organise groups. | | | | | |
| B | Baseline data tells us that PSED is an area that needs supporting throughout the nursery in particular children with EAL and boys. 88% of EYPP 2-3 boys are not on track. 89% EYPP and EAL boys throughout the nursery are not on track. As a nursery we need to address PSED particularly in boys. | | | | | |
| C | Although our overall baseline data for physical development shows a high percentage of our children are on track, it is still important to recognise that a majority of our children live in flats and have limited access to space, a garden or park and 13% of EYPP children are off track. Children need space to run and engage in outside play as this will also enhance their knowledge of the world around them regarding the seasons and weather. Children need to have those independent skills to be able to put on a coat and develop those gross and fine motor skills required for KS1 curriculum. Children need to have strong upper body strength and shoulder/ elbow pivot as well as wrist pivot and developing those fine motor skills. There are still some 3-4-year-old children who need support with toilet training as they will be going to school in the next academic year and research has shown that nationally, this seems to be on the rise. | | | | | |
| D | Baseline data tells us that there is a high percentage of children who are off track in Literacy. There are 32 children who are EYPP and out of those children, 59% are off track On closer inspection, 76% of EYPP children are boys. Looking at children with EAL and who are EYPP, 79% of those children are off track, again a high proportion are boys. | | | | | |
| E | Baseline data tells us that there is a high percentage of children across the nursery who are off track in mathematics out of 52 boys, 81% are off track and out of 49 girls 65% are off track. There are 32 EYPP children and out of those children 66% are off track and there are 14 EYPP children who have EAL and out of these 14, 93% are off track. Girls in the latter category are doing better than boys. | | | | | |
| F | Baseline data tells us that there is across the nursery 59% of children off track in understanding the world. 56% of EYPP children are off track and out of those children with EAL it increases to 71%. 90% of the N1 EYPP children are off track and 41% EYPP children are off track in N2. Children need the wider experiences of outdoor learning. We are fortunate to have in the UK four fairly balanced seasons. At the nursery we have the space to provide many learning areas such as forest school. Valuable resources including the adult are low. A majority of the children in the nursery are living in flats with no access to a garden. The nursery is surrounded by urban buildings. We have one trained forest school leader who also leads a class. The nursery are in need of cultural resources | | | | | |
| G | Baseline data tells us that there are 45% of children from N1 and N2 who are off track in EAD. Out of 32 children who are EYPP 53% are off track and 71 % of those EYPP have EAL. As a nursery, we have recognised that boys are not as interested in art as girls, we also recognise that boys prefer to be outdoors and playing on a larger scale. Children with EAL may not have the confidence to ask for creative resources or have the language to play with others especially in a larger scaled environment. Between the ages of two and three, children are developing the necessary skills to join in with others and support is needed to develop these skills. | | | | | |
| **Actions to address Identified barriers to learning including planned expenditure** | | | | | | |
| Barrier to learning | | Desired Outcome | Chosen action and why | Ensuring effective implementation | Staff lead | Cost |
| **Barrier A**  Baseline data tells us that Communication and Language is an area that needs developing across the nursery. The EYPP children have 59% off track this is compared with 67% of Non EYPP children not on track. 2 girls from the 2-3 year olds are 100% not on track and out of the 8 boys from 2-3 year olds, 88% of those are not on track. Out of the 13, 3-4 year EYPP girls 46% are not on track and 9, 3-4-year-old boys 44% are not on track. Across the nursery there are 14 EYPP children who have EAL and out of those 14, 79% are off track. | | EYPP children including those with EAL will have the confidence to communicate their needs, children will be given the tools to support their communication and given a voice. EYPP children will be offered a rich language that supports their learning and language will be extended and shared at home. | Learning walks to monitor how we support children’s language in the 2-3’s. as part of these walks, the use of language and the quality will be assessed. There will be a focus on the boys across the nursery.  We will look at how children with EAL are supported to help with new vocabulary  Studies show that Nursery rhymes play a big part in developing children’s language in particular with those children who have English as an additional language. A focus on using a variety of nursery rhymes will be implemented throughout the nursery. | Ensure lift of to language is happening throughout the nursery  Discuss ways to support children with EAL with Sam communication lead. And make sure newly stocked chatter bags are being used. And monitor whether any are going home.  Make sure experiences are booked and cooking and science experiments are happening and children with EAL are supported  Provide a list of nursey rhymes for the rooms to use to ensure variation. | Sam as C&L lead  Abby  Sam  Karen as EYPP lead to overlook and Liaise with  Maria  Karen as part of CPD to implement this | Living eggs- £255  Caterpillars - £50.72  Farm Ark - £937.50  Cooking in classes- £960.  Southend  Subsidised trip adult cost £275.00  (£11 for 25 children) |
| Barrier to learning | | Desired Outcome | Chosen action and why | Ensuring effective implementation | Staff lead | Cost |
| **Barrier B**  Baseline data tells us that PSED is an area that needs supporting throughout the nursery in particular children with EAL and boys. 88% of EYPP 2-3 boys are not on track. 89% EYPP and EAL boys throughout the nursery are not on track. As a nursery we need to address PSED particularly in boys. | | EYPP Children particularly boys will develop the skills to manage their own feelings, whilst in their play, routines and transitions.  EYPP Children will feel confident to seek support if required and build relationships with their caregivers including staff and keyworker.  EYPP Children will know how to use the tools given to them to help themselves and develop into individuals with self-confidence to their own emotional capacity. | Nurture groups will be set up, which will include work being done on a 1-1 basis or small groups.  In class Teachers and Leaders will address issues during circle time and weekly PSED sessions.  The children will have access to the colour monster story and regular timetabled visits to this will embed knowledge.  Classes to provide an area to identify and manage their feelings  Resources for those children who need support can be made i.e home schedules, home visual timetables, self-regulating packs that could include colour monster resources.  Therapeutic thinking a Luton philosophy adopted by all schools to be cascaded and delivered to all staff, by SLT and trained staff.  Further training to deliver managing detrimental behaviour in a therapeutic thinking way.  All classes to actively engage in using the class dojo platform to promote class values and recognise when children are making those good choices. The platform is a good way to develop those home school links and parent partnerships  Workshops and support on providing those consistent routines such as bedtimes, eating, transitions, toilet training. Posters to be displayed via Class Dojo to support parents. | Class lead to talk to family workers about the children who are in need of the nurture groups. FW to organise and facilitate groups  Planned weekly PSED sessions based on the SMSC timetable, which includes PSED sessions  Classes should have their own colour monster characters and books, speak to curriculum lead if resources are required.  Monitor to ensure all staff are using key phrases given to them at training and have developed a sound awareness of valued feelings.  SLT to implement training when timetabled.  Monitoring the engagement of class dojo.  Staff to talk to class lead, family workers about any concerns they feel the child is dealing with and continue to engage in updating CPOMs with relevant information | Sarah C and Louise I to implement  Class Leaders  Curriculum lead to check in with classes  SLT  Class leads  Liz J and Sarah C  SLT  Admins  Class leads  Family workers, Class leads to overlook class staff. |  |
|  | |  |  |  |  |  |
| Barrier to learning | | Desired Outcome | Chosen action and why | Ensuring effective implementation | Staff lead | Cost  Review |
| **Barrier C**  Although our overall baseline data for physical development shows a high percentage of our children are on track, it is still important to recognise that a majority of our children live in flats and have limited access to space, a garden or park and 13% of EYPP children are off track. Children need space to run and engage in outside play as this will also enhance their knowledge of the world around them regarding the seasons and weather. Children need to have those independent skills to be able to put on a coat and develop those gross and fine motor skills required for KS1 curriculum. Children need to have strong upper body strength and shoulder/ elbow pivot as well as wrist pivot and developing those fine motor skills. There are still some 3-4-year-old children who need support with toilet training as they will be going to school in the next academic year and research has shown that nationally, this seems to be on the rise. | | EYPP Children will have access to quality outside activities and develop an awareness of the seasonal weather  to develop gross motor and fine motor skills  To be as independent as possible and manage own self care | All children to have access to the garden. Children will have access to warm clothing including hats, scarfs and mittens and encouraged to drink warm drinks whilst on the playground  Activities will be physical and active and planned according to the children’s interests, needs, and curriculum.  To develop children’s development in EAD, particularly boys, Rosanne has researched that boys will engage in art on a large scale and outdoors.  Visuals to support children with hand washing  Be taught to put on own coats  Be able to use the toilet independently. | Purchase gloves, hats and scarfs for outdoor play  Purchase equipment that is age relevant and is linked to the curriculum such as hoops, ropes, small brooms, art materials  To purchase, recycle or appeal for materials and resources for outdoor art. Large paint brushes, big rolls of paper or cardboard. To be stored in black cupboards for ease of access and some materials for children’s self-selection.  To work with Sam as communication lead who can advise on visuals and staff to ensure visuals are used where necessary  Staff who are still concerned about toilet training and working with families to speak to Family Workers especially for those children who are the next cohort to leave in the summer. | Rosanne Curriculum lead to work with class leads  Sam Curriculum leads to work with  Class leads  Class leads and family workers | £50 budget £10 per class  ?  ?  Cost of photocopying |
| Barrier to learning | | Desired Outcome | Chosen action and why | Ensuring effective implementation | Staff lead | Cost  Review |
| **Barrier D**  Baseline data tells us that there is a high percentage of children who are off track in Literacy. There are 32 children who are EYPP and out of those children, 59% are off track On closer inspection, 76% of EYPP children are boys. Looking at children with EAL and who are EYPP, 79% of those children are off track, again a high proportion are boys. | | Children will have developed a love of reading and will interact and share books with adults and peers.  Children will know how to hold, care and use a book correctly.  Children will understand that text has meaning  Children will receive a curriculum which supports reading, phonics and writing | Children will receive a rich and interactive text that will support their interests  Literacy books will be tailored to reflect the current cohort and will include bilingual text  Children will have access to the nursery library and supported to choose relevant books  Children will be taught the fundamentals of using a book in group time  Children will receive rich vocabulary and comprehension which is relevant to the child’s age and understanding.  children with EAL will receive extra support for understanding ie visuals or key words spoken in home language.  Early Years practitioners will deliver a curriculum through planning and assessment.  Children will have opportunities to make marks in continuous provision both inside and outside  Children will have access to activities to develop their fine and gross motor skills. | Curriculum lead to go on learning walks. To monitor areas and give feedback to staff and SLT- this includes all the below  Curriculum lead to purchase bilingual books  All children to receive a book bag and have timetabled access to the library  Curriculum lead to discuss with Class leads on monitoring assessments  Class leads to ensure this is happening  Class leads to ensure this is happening – any support needed please speak to curriculum lead or SLT  Class leads to ensure this is happening- any support needed please speak to curriculum lead or SLT  Staff who have responsibility in area are will ensure this is happening  Children’s brooms will be purchased to develop large motor skills | Karen curriculum lead– Reading  Karen and Katie curriculum leads– Writing  Karen  Class leads  Karen to overlook all of below | ?  ? cost of photocopying and laminating |
| Barrier to learning | | Desired Outcome | Chosen action and why | Ensuring effective implementation | Staff lead | Cost  Review |
| **Barrier E**  Baseline data tells us that there is a high percentage of children across the nursery who are off track in Mathematics out of 52 boys, 81% are off track and out of 49 girls 65% are off track. There are 32 EYPP children and out of those children 66% are off track and there are 14 EYPP children who have EAL and out of these 14, 93% are off track. Girls in the latter category are doing better than boys. | | Children will have a good understanding of maths in the Early Years. Planning will follow assessment and include maths which supports the medium term plan and opportunities to embed that knowledge will be provided through continuous provision inside and outside. | Curriculum lead will go on a learning walk throughout the nursery to see how maths is being delivered in group time and supported through continuous provision.  Short term planning will be moderated to ensure staff are following the medium term plan and any misconceptions or gaps in understanding are dealt with through interventions or continuous provision.  Staff will have feedback and support  A learning walk will include looking at the resources that we provide in continuous provision and support staff with their understanding of what maths looks like in the Early Years. An audit of maths resources throughout the school will be completed and any equipment will be purchased/sourced  The use of a shed to stock maths equipment one side will be developed and suitable outdoor equipment and resources will be available to the children to add to their play. | Learning walks will show strengths and highlight areas to improve as well as support given to staff who are not as confident in delivering maths in the early years. Ideas will be given to support those children with EAL and how to introduce interventions in continuous provision.  Maths resources will be available to all classes and kept in central store.  A cupboard will be resourced well and staff are confident about what outdoor maths in the Early Years looks like. Children will be able to access their choice of resources. Class Staff to be responsible for upkeep | Karen – Curriculum lead  Karen- Curriculum lead and advice from SLT and Maria  Middle leaders to discussion on class areas of responsibility | ? |
| **Barrier F**  Baseline data tells us that there is across the nursery 59% of children off track in understanding the world. 56% of EYPP children are off track and out of those children with EAL it increases to 71%. 90% of the N1 EYPP children are off track and 41% EYPP children are off track in N2. Children need the wider experiences of outdoor learning. We are fortunate to have in the UK four fairly balanced seasons. At the nursery we have the space to provide many learning areas such as forest school. Valuable resources including the adult are low. A majority of the children in the nursery are living in flats with no access to a garden. The nursery is surrounded by urban buildings. We have one trained forest school leader who also leads a class. The nursery are in need of cultural resources | | All children will have access to outdoor activities and gain an understanding of the changing seasons.  Children will develop an understanding of the wider community and diversity around us. They will develop a natural curiosity  Children will embrace science and explore and discuss the changes they experience. | Staff to embrace the outdoors and seasons and provide quality learning opportunities. Autumn is about leaves falling, weather turning colder discussions on clothes suitcases will encourage curiosity. Etc. Winter includes frost, ice and snow- opportunities to look at science. Spring will be a time for growth and insects and summer will encourage water play, looking after your skin and keeping hydrated.  Resources will be purchased/sourced for culture days such as artefacts, clothing and music and build up a collection to keep in central store  Science day Thrilling Thursday. Ideas will be shared with parents who will be invited to attend | A science cupboard shared with maths will be resourced outside and staff will be confident about what outdoor science looks like. There will be resources available that encourages independence and curiosity  Check the state of repair on sheds and speak to Maria/ Rob about repairs | Middle leaders to discussion on class areas of responsibility | ?  resources for thrilling Thursdays  Science day  Cultural artefacts  See early years on a shoestring |
| **Barrier G**  Baseline data tells us that there are 45% of children from N1 and N2 who are off track in EAD. Out of 32 children who are EYPP 53% are off track and 71 % of those EYPP have EAL. As a nursery, we have recognised that boys are not as interested in art as girls, we also recognise that boys prefer to be outdoors and playing on a larger scale. Children with EAL may not have the confidence to ask for creative resources or have the language to play with others especially in a larger scaled environment. Between the ages of two and three, children are developing the necessary skills to join in with others and support is needed to develop these skills. | | All children to feel confident to be able to express themselves the way they would like.  Resources be readily available and staff on hand to support children with their choices.  EYPP children and those with SEND will have access to a wide variety of sensory stimuli. They will be provided with aprons to protect clothing and | Simple games played with small groups of children of mixed EAL and Non EAL. Role play and small world play  Craft resources available and restocked.  A sensory day Thrilling Thursday or a Fab Friday that includes lots of sensory time and ideas for parents to incorporate this into child’s play at home. | Nurture groups | Class leads to liaise with family workers about nurture groups to build up confidence and play skills.  Class leads to liaise with SENCO and Meadow for ideas | Cost of resources |

November 2024

* Therapeutic Thinking was delivered to all staff on training day one member of staff was absent. Staff are aware about how to foster helpful feelings, valued behaviour and positive experiences. It has been noticed that this is already happening within the nursery. Dealing with detrimental behaviour in a Therapeutic Thinking is currently being delivered by SLT and staff who are trained staff. This is because training is planned on this at a later date. Children are currently being supported through Meadow sessions, attending nurture groups and support with visuals and schedules. Staff have received training on children’s emotional wellbeing and those children who have or are experiencing trauma and adverse childhood experiences including attachment.
* Class Dojo is up and running and the staff have been actively engaging with it. Photos are being shared, messages are being sent home to individual families and children are being recognised and valued for their choices in becoming a valued member of the class. Weekly newsletters are being shared particularly with the 3-4’s about the week ahead and some ideas are being shared with parents on how to support their children. Staff need to act on those small moments of valued behaviour they notice children display and ensure the children are being awarded points for this so that it can be shared at home.
* The children have made a positive start to the term and are developing their independence skills. Most of the 3-4 year olds are able to put their own coat on and wash their hands correctly. A new seating plan at lunch times encourages and develops those self-help skills also access to their own snack and drinks is having a positive effect. Children are gradually being introduced to using safety knives to chop their own fruit and spread butter or cream cheese on their crackers.
* The children have had a varied introduction to cooking every week and if not taken part, they have enjoyed the new tastes and textures.
* Trips and experiences have been allocated and booked
* A new playground has been provided for the bottom playground. The old play equipment has been demolished and a new grass area including climbing frame has been installed and is being used on a daily basis. There is an undercover are which is currently being used as a writing are and role play area. It encourages those children who prefer to choose quieter activities outdoors. It does still need a little TLC and Karen as Literacy lead is currently ensuring it is weather proof by sealing the roof. Katie will support Karen with writing area
* Books in the library have been sorted into UOW categories and easy read books are separate to others for N1 and N2
* Karen has shared login details of an online course she attended that supports the children’s outdoor curriculum. Some staff have used this to develop their knowledge.
* Spare gloves and hats have been purchased and are available for any child who is without. This means that all children will have the opportunity to explore outside provision.
* A learning walk Trips and Exciting adventures has been completed and Abby, who is curriculum lead, looked at the experiences and how it benefits all the children not just EYPP

Further Actions Needed

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| Barrier to learning | Chosen activity | By who By When |
| Barrier D | To look at the use of the Library, make sure all children have a book bag and there is a timetable for library usage. Ready to go in January | Karen as curriculum lead by end of term |
| Barrier A | To organise a bank list of nursery rhymes and a few puppets/props to go with it. | Karen as curriculum lead by end of term |
| Barrier B | To ensure all classes have a colour monster regulation area and the staff and children know a few techniques | Curriculum lead to check in with class leads |
| Barrier F | Middle leaders to meet and devise a schedule of areas of responsibility  Clean up the outdoors and revamp some of the areas to embrace the seasonal weather. | Classes have their own areas – on going |
| Barrier G | Develop the outdoor craft area | Curriculum lead end of January 2025 |
| Barrier B | To review the progress of nurture groups | Class leads with family workers. |