

Pupil premium strategy statement – Lea Nursery School 2022 to 2023

Before completing this template, read the Education Endowment Foundation’s guide to the pupil premium and DfE’s pupil premium guidance for school leaders, which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school’s use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	120 FTE
Proportion (%) of pupil premium eligible pupils	%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2022 to 2023
Date this statement was published	4 th September 2022
Date on which it will be reviewed	4 th September 2023
Statement authorised by	SBC – Sharon Rose
Pupil premium lead	Linda Stay Headteacher
Governor / Trustee lead	Chair of Governors – David MacIlsac

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7,500.40
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£7,500.40

Part A: Pupil premium strategy plan

Statement of intent

- Our strength as a nursery school is that we are inclusive, we remove learning barriers by making sure we know all our pupils as individuals. We have successful rates of learning and development because we foster aspirational goals which are derived from the Early Years Foundation Stage (EYFS) Curriculum Objectives and Development Matters.
- Our aim is for Pupil Premium, vulnerable and children with SEND to make significant progress as individuals from their own starting points so that all pupils have the chance to reach their full early years potential and to prepare them for reaching their overall potential in life.
- Our provision is planned relative to individual barriers to learning. Using each child's personal learning profile created when they start at our nursery and reviewed at regular intervals with the child's keyworker and parents. We monitor attainment and progress using a developmental building block progress checker devised from Development Matters and the EYFS. Using our assessment information we are able to identify the specific needs of all pupils and support them with appropriate measures.
- Assessment outcomes and information informs our target setting for individual pupils and also informs our planning (we use a plan, do, review approach along with adapting in the moment when activities of learning do not meet the needs of the children).
- Our core provision is based upon character education and providing opportunities that fosters a child's resilience and develops each child's life long love of learning.
- Our whole school approach based on individual recognition of both pupils and their families means our disadvantaged pupils receive a high-quality pupil focussed education and pastoral support.
- All staff are Emotional Coache's Level 1. Our coaching and intensive interactive approach to delivering learning opportunities support children's emotional health and as well as academic progress.
- All stakeholders including governors emulate and uphold our ethos, values and process and supporting vulnerable pupils is part of our whole school planning and is integrated into all of the 7 areas of our curriculum and teaching practices. The children are at the heart of our decisions and inclusivity is built into everything, we do.
- We recognise that Pupil Premium pupils will be identified due to a variety of different reasons. We focus on providing an appropriate and empowering curriculum and environment to support all pupils including vulnerable ones.
- Our strategy for PP money fits into the wider picture of supporting all pupils including special educational needs or vulnerable children. Funds will be allocated on a needs analysis basis which will identify priority groups or individuals. The use of pupil premium money has a regular cost of additional staff in the classrooms e.g., additional LAS's. A strong system of interventions including the SENCo and Deputy Head (Lead Nursery School Teachers) ensure they take time to directly support additional needs and PP pupils by running specially planned intervention sessions and differentiated focus activities.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Attendance – parents ensuring they bring their children to nursery regularly. Due to many of our parents extended families living in Pakistan and India there is a tendency for them to take time off during term time to visit relatives as the air travel prices are more affordable.</p> <p>For some family cohorts there is a lack of understanding of the importance of regular attendance at primary level and they pick and choose when to bring their children.</p> <p>Many of our families share the view that children should not be outside during the winter and when the weather is either very cold or wet the keep their young children at home stating they do not wish them to become unwell.</p>
2	<p>Appropriate clothing – suitable winter clothing. Low-income families are finding it harder and harder to make choices between feeding their children and clothing them.</p>
3	<p>EAL – Families with little understanding of English language – We have many families who have arrived from abroad and do not speak English. Some believe that the nursery is where their child will learn everything from behaviour, toileting to speaking and understanding.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attendance for individual pupils	Pupils to continue to improve their personal best attendance score % each term by at least 5%
Children have appropriate clothing – coats for winter etc.	Children attend nursery in appropriate clothing. All families to be given a nursery sweater and t-shirt – provided from PP money. Parents know where to get support and access clothing banks. Know to ask nursery for assistance. Use the nursery clothes swap and drop box for children and adults.
For EAL families with little to no Eng lang skills to access free adult courses in Slough and to develop their Eng speaking skills to support their child's development. All families to be in our shared reading scheme and access to our bilingual books.	Pupils English speaking and communication skills to be at a range 4 by the time they are due to leave nursery school. Tracking using our building blocks tracking system.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £21,000 recruitment of EYP and £2000 training.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional EYP	Staff engagement on a low pupil to adult ratio improves speaking, communication skills by providing children more opportunities of support and intensive interactions. https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/universally-speaking/	13
Staff to attend Slough Borough Council CPD EY Focus supported by EEF.	EEF - Evidence Partner for the Department for Education's Stronger Practice Hubs – will increase supports for evidence-informed practice across the sector. Supporting the early years sector in their vital work is crucial if we want to see all young children – regardless of their background – get the best possible start in life, and go on to achieve their potential. https://educationendowmentfoundation.org.uk/early-years/making-best-use-evidence	13

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: Comes from central budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
High adult to pupil ratios. Employment of staff and increased number of volunteers	Staff/adult engagement on a low pupil to adult ratio improves speaking, communication skills by providing children more opportunities of support and intensive interactions. https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/universally-speaking/	13
SENCo led SALT interventions	Best start in speech, language and communication 2020 – Public Health England/ DFE.	10 most in need

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £600.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personal best attendance recognition.	Having started with family certificates linked to attendance falling into a category of bronze/ silver or gold and termly certificates being awarded and vouchers given to the families who achieved 95%+ we noticed the same families were winning and although some improved their attendance % they did not improve significantly. We will now be trying a personal best certificate. At the end of the Autumn term children and families will be notified of their attendance % and set a target for the next term to try and reach. However, if they improve their personal best they will receive a form of recognition.	All pupils on role in the term. (120)
School visit to Odds Farm Living Eggs – Chicks Caterpillars to butterflies Experiencing multi-cultural and religious events through role play and assemblies.	Providing children with wider cultural capital opportunities ensures all children no matter their background have access to wider learning opportunities outside of the school environment. According to Bourdieu's theory (1984) of cultural reproduction, children from middle-class families are advantaged in gaining educational credentials due to their possession of cultural capital. Pupil Premium Children's off site trip cost covered by nursery.	120

Total budgeted cost: £ 23,600 – PP funding only covers £7500.00

Due to pupil changes during the year PP numbers can increase.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2021 to 2022

Pupil Premium children made progress in line with their peers. Results have shown that children are performing within/securely at age expectations. Pupil Premium children have grown in confidence from their experiences and knowledge of the wider world around them. With increased staff ratios pupils have been further supported in developing their level of literacy and numeracy. We gained our Oral Health Silver Award from the Healthy Smiles Team.

2021 to 2022 - September 2021 - Reading in the home – home book packs updated (£124.00 materials & staff time £150.00 = £274.00) Spring and Summer Term Odds Farm and Wellington Country Park off-site parent and child learning experiences = £640 supplementary funding for trips. Hug Vouchers for parents to buy food for school trips £320.00 (Government FSM funding £2,960) Summer Term 2022 - Forest Schools Pupil Premium and Parent Trip to Claires Court School Forest Claires Court School. 2 x Teacher + LSA/Coach £ 400.00. Additional School Resources Sensory room/ quiet learning zone - £100.00 (divided between SEND funding and PP) Ball pit/sensory rocking horse/Lego Table One additional part time teaching Assistant to setting £ Income from Pupil Premium Funding: £5761.00 Spending: Resources £1,460 Spending: Contribution towards an extra Part Time Teaching Assistant: £4,301:00

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional) N/A

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils