

# Pupil premium strategy statement – Lea Nursery School 2023 to 2024

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 (4 September 2023)
Proportion (%) of pupil premium eligible pupils	13.2%
1	2023 to 2024
Date this statement was published	4 <sup>th</sup> September 2023
Date on which it will be reviewed	4 <sup>th</sup> September 2024
Statement authorised by	SBC – Sharon Rose
Pupil premium lead	Linda Stay Headteacher
Governor / Trustee lead	Chair of Governors – David Turner

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5720.00
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£5720.00

# 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><b>Attendance</b> – 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 they keep their young children at home stating they do not wish them to become unwell.</p>
2	<p><b>Health and wellbeing</b> - including level of Oral Health and suitable clothing. Low-income families are finding it harder and harder to make choices between feeding their children and clothing them.</p>
3	<p><b>EAL</b> – 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>
4	<p><b>Behaviour</b> - Parental behaviour management of children – our trip 2022/23 to Odds Farm Spring 2023 was not as successful as the previous year. Parents accompany their children, and we noted a significant difference of how children behave for staff compared to parents. Parents across the range of children had lack of control, were unable to set and uphold boundaries and gave in quickly to poor behaviour and demands from their toddlers. Bribes were used to gain children's compliance. HT felt parents were not in enough control to make the Wellington Park visit in the summer term due to pupil safety concerns.</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 improve their personal best attendance score % each term by at least 5%
<p>All families understand the importance of good oral hygiene and parents take on the responsibility of ensuring their children brush their teeth twice a day.</p> <p>Children have appropriate clothing – coats for winter etc.</p>	<p>All children provided with toothpaste and toothbrush when they join. All parents attend our oral health workshop.</p> <p>Children identified as a concern are referred to SBC dentist scheme – Early Help Unit.</p> <p>Children's oral health improves and less reports of tooth extractions received.</p> <p>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.</p>
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.

Behaviour of children to be consistent within nursery and at home.	<p>All parents attend behaviour workshops hosted by the nursery.</p> <p>Keyworkers to have worked with all their parents on understanding the importance of boundaries, structures and routines in the home. Children understanding that no means no and why this is to keep them safe.</p> <p>Regular information sent home linked to behaviour management in the home and forging respectful relationships.</p> <p>All staff to attend Team Teach Training – SEBDOS.</p>
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## 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: £22,000 recruitment of EYP and £2000 training.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional EYP (2 <sup>nd</sup> year)	<p>Staff engagement on a low pupil to adult ratio improves speaking, communication skills by providing children more opportunities of support and intensive interactions.</p> <p><a href="https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/universally-speaking/">https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/universally-speaking/</a></p>	120 11 pp children
Staff to attend Slough Borough Council CPD EY Focus supported by EEF.	<p>EEF - Evidence Partner for the Department for Education's Stronger Practice Hubs – will increase supports for evidence-informed practice across the sector.</p> <p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/early-years/making-best-use-evidence">https://educationendowmentfoundation.org.uk/early-years/making-best-use-evidence</a></p>	120 11 pp children

## 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. <a href="https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/universally-speaking/">https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/universally-speaking/</a>	All pupils inc 11 pp
SENCo led SALT interventions and PALs interventions	<a href="#">Best start in speech, language and communication 2020</a> – Public Health England/ DFE.	11 most in need

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

Budgeted cost: £700.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personal best attendance recognition continues.	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. This worked well 2022 to 23.	All pupils on role in the term. (120)
Living Eggs – Chicks Caterpillars to butterflies Experiencing multi-cultural and religious events through role play and assemblies.  Farm to Ewe to come to nursery.	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.	120
Shared reading scheme	Children to take a book home weekly for parents or older siblings to share with them at home. Suggested routines and when to read will be sent with the book. Parents will record reading regularly to their child to improve CLL	120

	and also to embed an understanding of creating routines at home.	
Parent information on behaviour strategies and routines.	Parents to attend workshops based on behaviour management tips for the home. All parents to be given literature based on tips and hints to support respectful relationships and positive behaviour in the home.	

**Total budgeted cost: £ 24,700 – PP funding only covers £5600.00**

**PP numbers increase during the year due to Early Years taking children during all terms.**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils 2022 to 2023

***Pupils to continue to improve their personal best attendance score % each term by at least 5% - this has proved to be positive strategy and children left in July 2023 having improved their attendance %.***

*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. – All children received a sweater and t-shirt on joining the nursery. Regular information shared via Teacher 2 Parent communication service. Facebook page advertises services providing support in slough. Children have attended with suitable clothing. The clothes drop and swap service is popular and we hosted a toy swap and drop over the Christmas period.*

***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.***

***(Objective leaving range is 4S/5) See School Curriculum Building Blocks.***

*10% of PP children were identified as families in need due to parental issues and receiving support from Slough Children First.*

*10% of PP children were identified as EAL.*

*20% were identified as SEND.*

*With our aim for children to leave our nursery at range 4/5 our leavers data for July 2023 has been positive for PP children and the main overall cohort. Those children who have left in lower ranges are those who are on the school SEND register and those with identified SEN. Many of our SEND children have targets that fall within the lower ranges or are not specifically identified within the EYFS 7 areas due to the challenges that they are facing. Our IEPs do show that these children have made significant progress that is specific to their targets.*

***PSED***

*The majority of PP children arrived at our nursery around a range 2 stage of development and 70% left the nursery achieving a secure range 4 (20%) and range 5 (70%). The main cohort overall outcomes upon leaving were 60% achieving range 4 (27%) and range 5 (33%). 20% achieved a range 3 and this was a reflection of the large cohort of children identified with SEND and those who were absent during term time for family holidays (Despite our efforts to discourage this and encourage good attendance). These children's independent self-care skills were impacted by their absence and family having low expectations of their abilities.*

***PD***

*70% of PP children arrived at nursery around the range 2 stage of development, the remainder were below. The main cohort averaged between range 2/3 on arrival. On leaving 80% of PP children achieved range 4 (20%) and range 5 (60%). The main cohort leavers data was 94% of children achieved a range 4 (20%) and a range 5 (60%). Again those who gained lower range scores were identified with having SEND that impacted their physical development in some way.*

***CL***

*70% of PP children arrived at level 2, with 10% at range 2 and 10% at range 1 (due to identified SEND). 70% left achieving range 4 (20%) and range 5 (50%). 20% achieved a range 3 and 10% achieved range 2. Typically, it was children with SEND identified as those who achieved a range 2/3. Interestingly the whole cohort data for CL is the*



same as for PSED. The main cohort overall outcomes upon leaving were 60% achieving range 4 (27%) and range 5 (33%).

#### Next Steps

Due to the majority of our families being low-income families our cohort of children, while not officially regarded as PP children, are facing the same challenges as our identified PP children.

PP funding is not allocated for individual pupils and is allowed to be used by the school to provide opportunities for positive outcomes for all, as long as PP children are provided with specific provision and plans to allow them to thrive and have the best start in life.

The main challenges we faced during 2022 to July 2023 that we identify as impacting achievement were: continued absence of children due to parents concerns over their health

- Families returning to their birthplace to visit relatives they had not been able to see due to COVID
- Lack of parental awareness regarding children's abilities to be independent, oral health toilet training
- Parents allowing children to spend too much time watching TV/phones in the home.
- Parents not having structures, routines and boundaries in the home which included regularly reading to their children.

## 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
Parental Workshops – Managing behaviour	SEBDOS
Dental session drop ins for parents	Health Visitor Service
Dingley's Promise – children development in early years - Professionals across the country are improving their skills and gaining confidence through Dingley's Promise range of training courses. Centred around inclusive practice and designed for anyone working in the early years, training has helped enhance staff ability to include and support children with SEND in their settings.	Dingley's Promise

## 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**

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**The impact of that spending on service pupil premium eligible pupils**