



Foundations for Children
Nursery Schools Federation



Foundations for Children

Pupil Premium Strategy Statement 2023 -2024

Croyland

POLICY APPROVED BY:	Full Governing Body
DATE PUBLISHED:	January 2024
DUE FOR REVIEW:	January 2025
TO BE REVIEWED BY:	Lyndsey Lambert



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1. Introduction

This statement details our school's use of pupil premium (and recovery 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.

2. School Overview

Detail	Data
Number of pupils in school	113 61 -3-4's
Proportion (%) of pupil premium eligible pupils	61 3 and 4 year olds 9 are eligible for PP (7%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	Jan 24
Date on which it will be reviewed	Dec 24
Statement authorised by	Lyndsey Lambert
Pupil premium lead	Rachael Quadrino
Governor / Trustee lead	Chloe Sturman

3. Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£5,423.95 indicative budget
Recovery premium funding allocation this academic year	£ NA
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£NA
Total budget for this academic year	



If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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4. Part A: Pupil Premium Strategy Plan

Statement of Intent

'If we get the early years right, we pave the way for a lifetime of achievement. If we get them wrong, we miss a unique opportunity to shape a child's future.'

Unknown children – destined for disadvantage? Sir Michael Wilshaw: July 2015

Our Intent is to ensure every child will.....

- **Have a positive self-image**
- **Be independent and resourceful**
- **Have a sense of belonging, feel safe and secure**
- **Be inquisitive and curious**
- **Show care and concern for others**
- **Be respectful and respected**
- **Be prepared to take risks**
- **A desire to communicate**

In order to achieve this, we recognise the:

- Importance of parental engagement and participation.
- Importance of quality interactions.
- Need for well-informed staff.
- Need for constructive environment to facilitate learning.
- Outside environment versus the inside environment.
- Need for simple planning based on learning, not activities.
- Early identification of need and specialist interventions for support.

For our children we recognise as vulnerable we aim for them:

To be settled and happy at nursery and to receive support with their learning and development, to reach their potential

To have an extensive array of vocabulary both comprehension and orally that they use to confidently learn and play with their peers

To have a love of Reading through access to high quality books

To show increased well-being and involvement-happy, confident children who will sing, enjoy dance and drama with a positive attitude.

To be confident to take social risks and join in confidently with peers.

To be confident to take risks and master new skills



Early Years Pupil Premium (EYPP) is one of many contributing factors which can help our children in all areas of development and learning.

Practitioners think deeply about how to use the EYPP funding to take maximum advantage for those children who are eligible for this funding. Close relationships with parents and carers enables conversations to take place about how we can best support their children and what the additional support might look like.

Children entitled to EYPP are clearly monitored through regular observations and assessments. Our assessments are used to reflect, review and analyse children's progress from their start points. Children have individual action plans in place. EYPP funding has been used for a variety of resources, learning opportunities and experiences in nursery to support their interests and enhance their learning and development.

Resources and opportunities are planned from observations of the eligible children, parental feedback, School Development plan priorities, assessments and staff's professional judgements.

Interventions have included music, dance and drama to promote children's self-confidence and well-being, along with language interventions including language groups and resources. Family support interventions are also used to support a range of identified needs, that include parenting, attendance, attachments, physical and mental health. A range of early prevention services are offered by the School and other organisations such as Strong Start and Family Learning to promote early help and build inclusive community networks.

Challenges

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

Challenge number	Detail of challenge
1	Parental engagement
2	Support with home pressures and educational aspirations
3	Language and vocabulary and therefore their access to the wider curriculum
4	Attendance- due to a range of factors- health, home life pressures
5	Developmental delays- regulating emotions and sensory processing

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
For children to be settled and happy at nursery and to receive support with their learning and development, to reach their potential	Improved levels of wellbeing and involvement from 2022-23 demonstrated by: • data from assessments, next steps achieved, child and parent voice • reduced challenging behaviours • Improved attendance rates for children accessing FS. a significant increase in participation in interventions and parent events, particularly among disadvantaged pupils
Children have an extensive array of vocabulary both comprehension and orally that they use to confidently learn and play with their peer	Assessments and observations indicate significantly improved oral language among pupils. This is evident when triangulated with other sources of evidence, including ongoing formative assessment and children's records.
Improve children's love of Reading through access to the library and other language resources	Assessments and observations indicate progress in children's communication, language and Literacy skills. High engagement in lending library and home learning.
Increased well-being and involvement-happy, confident children who will sing, enjoy dance and drama with a positive attitude. Confident to take social risks and join in confidently with peers	Improved levels of wellbeing and involvement from 2022-23 demonstrated by: • data from assessments, child voice • reduced challenging behaviours a significant increase in participation/involvement in group time activities and sustained shared thinking and increased attention span, particularly among disadvantaged pupils
Increased attendance to nursery with parents engaging with early help support and partnership working to support children's development. Stay and Play events- with focus on early help and relationships.	Improved attendance of EYPP children Positive engagement with family support worker- to reduce home life concerns or pressures. Parents engaging with home learning and partnership working- attending events with child. Improved relationships. Parents attending courses and events to support child's development and raise aspirations.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Family support average 7 hrs per week per family/ av 6 families - £14,700

Qualified teacher leading in the 3-4s provision as well as a senior practitioner.

Music based intervention to support attention listening, rhythm and rhyme, environment sounds and language. £3,150

Practitioner interventions 4hrs per week £2,000 (music, language, social emotional skills.)

Co-ordination of early help services- 'stay and play' events and specific courses to promote child development, relationships and parenting.

Establish a schedule of the year for community engagement – visitors into nursery/welly walks/visits to local amenities etc.

Recruit an apprentice to cover existing unqualified staff to gain their level 3, while apprentice also works towards level 3. In line with School Development Plan to ensure high quality interactions.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum enhancements, Forest School, parent event days- cooking, healthy snacks and creativity	Assessments in the seven areas of learning, physical and PSED- for healthy choices and developing creativity, parental engagement in child's learning.	1, 3, 4, 5,
Language support from practitioner based on identified needs	Assessments in communication and language, ECAT toolkit, speech sounds checklist, Portage profile.	3, 5
Family support worker- specialist intervention	Relationships with parents, improved aspirations and attitudes towards nursery- improved attendance and engagement in child's learning. Improved relationships between children and parents- well being.	1, 2, 3, 4, 5
Lending library/home learning	Improved Comm and Lang skills and Literacy- Reading.	1, 2, 3,
Early help services- stay and play groups, Family	Early help and prevention-builds relationships and community networks- leading to inclusive community.	1,2



Learning and Strong Start courses.		
Music, singing and dance intervention	Assessments increased well-being and involvement. Improved language-comprehension and oral- impact on all areas of learning.	3,

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

Budgeted cost: **£2,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce zones of regulation toolkit across the setting to support children with SEND as well as those from disadvantaged backgrounds who historically have struggled the most to emotionally regulate	https://www.thesunshineroom.uk/post/zones-of-regulation-an-overview	5
Art-based interventions 30mins weekly provided by the Deputy Head	https://help-for-early-years-providers.education.gov.uk/expressive-arts-and-design/communicating-through-arts	2,3,5
Parent workshops focused on key themes identified by the staff to promote outcomes for disadvantaged children, i.e. independent skills, phonics and communication and language. Delivered by the early years teacher and the senior practitioner	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement	1,2,3,5



5. Part B: Review of the previous academic year

Many children from disadvantaged backgrounds struggled to emotionally regulate which impacted on their ability to negotiate, turn take and problem solve. This reflects the data we are seeing from the Sutton Trust regarding children's social emotional development on entering reception year. Last year we established nurture groups focusing on home life, positive relationships, emotions and social scenarios such as ball rolling games.

Many staff undertook C&L training in the evenings and as a result of this we focused on how the environment (including adults in the environment) can improve children's outcomes. We ensured all adults at group times were role modelling listening and attention skills and that areas were clutter free so as to not be visually distracting. Children's C&L data showed marked improvements from the start to the end of the year.

Talking Time was introduced based on Julian Grenier's research on bridging the C&L gap in early years. Each child had a focused 10 minutes of talking time with an engaged adult every week – this ensured no child went "under the radar".

Parent events were well attended and feedback from the end of the academic year was positive.

A "story champion" was appointed as part of the Book Start project. She focused on parental engagement with books, the lending library, and interactive stories. Many of the children eligible for EYPP did not initially engage with stories and so the Story Champion and Deputy Head utilised the Helicopter Stories approach to support disadvantaged children. Overall children's literacy outcomes improved greatly.

"Wild and Wonderful" nature-based group was established for those eligible for EYPP and some children with SEND. Children made progress in their social emotional development as a result of this (one child in particular became very dysregulated if her work contained any mistakes – through collaborative art pieces in the outdoors she became able to change her plans and develop flexibility of thought and emotional resilience – a bug walked through her paint one day and rather than become very upset, she showed much higher levels of curiosity, watching the bug and the marks it made as it moved over her painting.)

Outcomes for disadvantaged pupils

Visitors to the nursery such as the Farm in July 2023, Preacher the Storyteller provided the children with a variety of experiences supporting the prime as well as the specific areas. A greater number of children were on track or working towards in their learning in June 2023 from October 2022.

Children received high quality family support through educators in the room as well as being referred to the FSW and additional services. Parenting courses were completed by several families which improved outcomes for children from disadvantaged backgrounds (two children were weaned from pureed baby food at age 4 with support from the FSW and educators in the room offering a variety of tactile experiences and taste-testing opportunities).

Children engaged in literacy opportunities, with several children completing illustrations to decorate the newly established reading nook outdoors. This supported children's C&L, PD and LIT as well as providing them with a strong sense of belonging and ownership over the nursery environment.