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# CROYLAND NURSERY SCHOOL 2024-25

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.

## **School overview**

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| Detail | Data |
| Number of pupils in school | 101 |
| Proportion (%) of pupil premium eligible pupils | 20 (20%) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024-25  1 of 3 yr plan |
| Date this statement was published | Dec 24 |
| Date on which it will be reviewed | Dec 25 |
| Statement authorised by | Lyndsey Lambert |
| Pupil premium lead | Kate Jones |
| Governor lead | Cath Draper |

## **Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £7,846.00 |
| Recovery premium funding allocation this academic year | £ NA |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)*  *\*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.* | £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* | £4,306 received so far |

# Pupil premium strategy plan

## Statement of intent

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| ***‘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**   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 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.

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| 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.

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| 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 2023-24 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 in English 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 spotlight paperwork. |
| 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. |
| 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 2024-25 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.  Parent Events- with focus uncommunication and language and development | 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)**

**Budgeted cost: £6,482.00**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Curriculum enhancements- temple visits, church visits, weekly, parent event days- cooking, 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 and language resources and sign a long training | Assessments in communication and language, speech sounds checklist, Portage profile.  [Communication and language approaches | EEF](https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches) | 3, 5 |
| Cost of wider experience activities subsidised e.g. Living Eggs, Animal Antics, visitors and weekly music group | Assessments increased well-being and involvement. Improved language- comprehension and oral- impact on all areas of learning.  [Musical-Development-Matters-ONLINE.pdf](https://early-education.org.uk/wp-content/uploads/2021/12/Musical-Development-Matters-ONLINE.pdf) | 2,3 |
| Lending library and home learning | Improved Comm and Lang skills and Literacy- Reading.  [EEF | Early Literacy](https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-literacy?approach=interactive-reading-in-early-literacy) | 1, 2, 3, |
| Enhance adult: child ratio in order to provide additional support for those children most in need. Sunflowers space in 3-4’s. | Very young children benefit from sensitive, nurturing and skilled adults who are attuned to their needs and available.  [Self-regulation strategies | EEF](https://educationendowmentfoundation.org.uk/early-years/toolkit/self-regulation-strategies) | 2, 3 |

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

**Budgeted cost: £7,350**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Family support worker- specialist intervention, offering early help and support | 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.  [Our impact and evidence base - Solihull Approach | Parenting](https://solihullapproachparenting.com/our-impact-and-evidence-base/#:~:text=The%20Solihull%20Approach%20has%20a%20significant%20evidence%20base%2C,difficulties%2C%20parental%20anxiety%20and%20stress%2C%20and%20practitioner%20satisfaction.) | 1, 2, 3, 4, 5 |

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

**Budgeted cost: £2,544**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Fruit / vegetable sticks provided for snack mid morning and mid-afternoon | Research confirms that healthy eating habits in the years before school are very important because they influence growth, development and academic achievement in later life Over a fifth of children are either overweight or obese by the time they join reception class in primary school Eat Better Start Better – Voluntary Food and Drink Guidelines for Early Years Settings in England  [Eat-Better-Start-Better1.pdf](https://foundationyears.org.uk/files/2017/11/Eat-Better-Start-Better1.pdf) | 1, 2, 3, 4, 5 |
| Team around the school meetings – Senior leaders | To review identified special educational needs , interventions and progress and children’s vulnerability factors, interventions and attendance. | 1, 2, 4 |

# **Review of the previous academic year**

## **Outcomes for disadvantaged pupils**

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| |  |  |  | | --- | --- | --- | | **Autumn** | **Spring** | **Summer** | | **9** | **20** | **20** |   High proportion of children with EYPP were assessed with lower levels of well being on their baselines assessment compared to children not eligible. It is difficult to present the data as children s eligibility of EYPP start point has varied across the yr from 9 to 20 across the year  1 of the children eligible for EYPP presented with significant special educational needs and was supported by specialist staff and obtained EHCP.  At the end of the yr children eligible for EYPP data for Prime area PSED:   |  |  | | --- | --- | | **EYPP- PSED** | 20 | | On track | 17 | | Working towards | 3 | | Not on track | 1 SEND |   Children more settled and positive attitudes towards learning when attending regularly.  All 31 EYPP parents attended at least two parent consultations with keyworkers during the year and 24 attended a parent event session. This included a Bookstart event with parents and children engaging with Literacy experiences and gifted a Bookstart pack.  Attendance improved and support was given to parents to ensure their child’s attendance increased to at least 80% compared to whole cohort 92%. 8 families accepted early help and support from the family support worker with three EHA’s completed an 6 accessing support from a range of targeted services to remove barriers that include home conditions, housing, domestic abuse, mental health and finances.  All EYPP children accessed music group intervention- with baseline assessment delays in comm and language moving from ‘not on track’ to either ‘working towards or ‘on track;  **EYPP children at end of yr (20)**   |  |  | | --- | --- | |  | Jun 24 | | On track | 16 | | working towards | 3 (2 SEND) | | Not on track | 1 (SEND) |   All EYPP children engaged with the lending library. Books have included a large number of non-fiction/ reference books which are particularly popular with the boys.  Language based intervention for identified children with language delays- specific interventions held weekly – led to improved orally language and vocabulary and interest in letters and sounds.  4 staff attended SEND/Child development conference to develop their specialist teaching skills for SEND and developing communication and language teaching skills.  10 staff completed Elkan training accreditation to strength teaching strategies of communication and language development. EYPP parents accessed handouts and top tips for supporting language at home.  All EYPP children’s parents attended at least two parent consultations across the yr and were supported with how to support home learning for child development.  2 leaders completed the Start Well communication and language project to review and improve the environment and resources to support communication and language development.  Learning walks and staff evaluations evidence increased confidence with supporting children’s behaviour and socio-emotional needs and language development. Learning walks and cohort analysis showed evidence of increased communication and language development including attention and listening skills. |