

Sandy Lane Nursery and Forest School Pupil Premium Strategy Statement

This statement details our school's use of Early Years Pupil Premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our Early Years Pupil Premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of Early Years Pupil Premium had within our school.

School overview

Detail	Data
School name	Sandy Lane Nursery and Forest School
Number of pupils in school Number of mainstream pupils	Sept-December – 94/72 Jan-April – May-July-
Proportion (%) of Early Years Pupil Premium eligible pupils	Sept-December – 27% Jan-April – May-July -
Academic year/years that our current Early Years Pupil Premium strategy plan covers	2022/2023
Date this statement was published	December 2022 April 2022 July 2023
Date on which it will be reviewed	July 2023
Statement authorised by	Marcia Atherton, Headteacher
Pupil premium lead	Jamie-Lee Kirkbride EYPP lead Teacher Michelle Bate Teaching Assistant
Governor / Trustee lead	Rachael Ellison

Funding overview

Detail	Amount
Early Years Pupil Premium funding allocation this academic year	£ 8760.90
Early Years Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year	£14,600 (school to subsidise additional cost.)
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Part A: Early Years Pupil Premium Strategy Plan

Statement of intent

Our intention is for all children at Sandy Lane Nursery and Forest School, irrespective of their background or the challenges they may face, make good sustained continued progress and achieve high attainment in all development areas.

We are based in the centre of Warrington and our catchment is within the 20% most deprived in the borough. We are aware of the challenges and barriers faced by our particularly vulnerable children and their families. We, as a team, work consistently and tirelessly with our families to support them to overcome the hurdles they face and this is the case for all of our families, irrespective of need and regardless of whether they are considered disadvantages or not. All our families matter.

The approaches and activities set out in this plan are intended to focus on the areas we consider to be hindering the closure of the disadvantage attainment gap. Our intervention plans will ensure that our most affected children can begin to achieve and progress at the same rate as their peers.

Our strategy works in unison with the curriculum the setting offers to all children with all staff taking responsibility for monitoring and raising the expectations of our disadvantaged children and their families.

Children eligible for EYPP are identified early upon entry to the setting and appropriate interventions implemented as soon as is possible. Pupils are challenged and supported with achievable interventions intended to excite them and nurture a lifelong learning journey. Children's attainment is monitored and achievements celebrated.

Challenges

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

Challenge number	Detail of challenge
1	Low on entry 'Communication and Language' levels which also impact on Literacy Development being deemed 'not on track'.
2	Low/poor extended learning experiences.
3	Limited play and social skills and low self-regulation skills.
4	Low on entry Mathematical Development.

5	Low parental engagement.
6	Wellbeing and mental health support for children and families

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
1. Improve overall aspects of Communication and Language for children eligible for EYPP.	EYPP children to make rapid sustained progress with the majority of the group exiting the setting 'on track'.
2. Improve all aspects of Literacy Development for children eligible for EYPP.	The improvements of EYPP children's C & L will have a positive impact on the progress children make within Literacy Development.
3. Improve Mathematical Development for children eligible for EYPP.	Children eligible for EYPP in nursery will make rapid progress by the end of the year. The majority of the group will exit the setting 'on track'.
4. EYPP eligible children's play and social skills and self-regulation will be improved.	Children eligible for EYPP in nursery will develop age appropriate play skills and incidents of unwanted behaviour will be reduced.
5. Improve parental engagement.	Parents of children eligible for EYPP in nursery will improve their understanding of the importance of home learning and increase their engagement. Children will make rapid progress as a result.

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: £800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve overall aspects of Communication and Language for children eligible for EYPP.</p> <p>EYPP eligible children's play and social skills and self-regulation will be improved.</p>	<p>Proven C & L strategies employed to improve oracy. We have a highly qualified lead member or staff to deliver C & L interventions in addition to this two new members of staff have received initial basic C& L screening training and evidence based ETB programme training from C & L lead. Children are screened for attention and listening and receptive language using the Derbyshire Language Scheme. Children's expressive language is screened using the NHS Phonology programme. Children's strengths and possible areas for support are noted and appropriate interventions are put in place in a timely manner.</p> <p>Attention and Listening/PSED combined groups focus on play and social skills and have high behaviour expectations for the children involved. Parents will also be provided with guidance to support children's targets related all areas including maths through feedback on children's periodic 'Next Steps' reports to parents. Parent and Child workshop will be held in the first term outlining a demonstration of an activity with the rationale behind it explained, an invitation for parents to carry out the activity with their child as part of the EYPP group.</p>	<p>1, 2, 4,5</p>

	Resources provided for parents to revisit the activity at home.	
Improve all aspects of Literacy Development for children eligible for EYPP.	<p>Children will be identified as early as possible upon entry into the setting. Proven intervention strategies such as SSTEW, ECAT are implemented by all staff. In addition to this focussed literacy development intervention programmes are also used such as a 'Dialogic Book Talk' and distribution of 'Parent and Children Together' (PACT) bags, an intervention with impact evidenced by EEF.</p> <p>'Deep dives' into focussed story books take place over a two week period with children given many opportunities to discuss the story, contribute to 'big book' recordings with either writing or illustration. Children are also invited to contribute and peer scaffold in group activities such as re-writing familiar stories. This has been proven to nurture a high impact on literacy skills. Parent and Child workshop will be held in the first term outlining a demonstration of an activity with the rationale behind it explained, an invitation for parents to carry out the activity with their child as part of the EYPP group. Resources provided for parents to revisit the activity at home.</p>	1, 2, 4, 5
Improve Mathematical Development for children eligible for EYPP.	<p>Using EEF materials (Improving Mathematics in EY and KS1) and lead teacher cascading implementing learning from attendance of the Specialist Knowledge for teaching mathematics (Early Years) Programme led by a local maths hub will further develop practitioner understanding of how children learn maths and developmental progression. We have identified a highly qualified member of the team to deliver maths interventions in small groups or 1:1.. Key workers identify targets and discuss possible activities to match the next steps in</p>	1, 2, 3, 5

	<p>learning. It is anticipated that children will receive this intervention until data indicates that they are 'on track' Parents will also be provided with guidance to support children's targets related to maths through feedback on children's periodic 'Next Steps' reports to parents. Parent and Child workshop will be held in the first term outlining a demonstration of an activity with the rationale behind it explained, an invitation for parents to carry out the activity with their child as part of the EYPP group. Resources provided for parents to revisit the activity at home.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £13,800.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve all aspects of Communication and Language for children eligible for EYPP</p>	<p>Initial screening results will be assessed and children will receive 1:1 support or will be supported in small groups according to their particular needs. Targeted interventions for specific areas will be compiled as well as the delivery of the Early Talk Boost programme which will be delivered in at least three 8 week blocks over the course of the academic year. Time has been allocated during normal nursery sessions to ensure staff can carry out these interventions effectively.</p> <p>Specific communication resources have been purchased and created into story sacks and chatter bags to encourage children's language at home whilst engaging in appropriate learning activities with their adults.</p> <p>A parent child workshop will be arranged for early in the academic year to provide resources and give help and suggestions to parents of how to</p>	<p>1, 2, 4, 5</p>

	<p>support their children at home with practical activities that can be carried out easily and relatively cost free.</p> <p>Evidence will be gathered throughout the year by repeated screening, keyworker data and analysis of findings with further intervention implemented where necessary.</p>	
<p>Improve all aspects of Literacy Development for children eligible for EYPP.</p>	<p>Baseline assessments, keyworker feedback and data analysis will be used to ascertain individual needs of the children.</p> <p>Children 'deep dive' into a focus book that had activities meticulously planned over two weeks at the end of which children have a deep understanding of the story, the characters and the events. They are able to transfer their knowledge to suggest alternative endings and storylines at the end of the two week period.</p> <p>A wide variety of books will be available for the children to access throughout their usual nursery sessions. Children will select 'Library' books each week to take home to share with adults.</p> <p>PACT bags have also been created for children to access at home with parents with a focus on Literacy and Communication and Language. These bags were set up following a study of our children by Durham University.</p>	<p>1, 2, 4, 5</p>
<p>Improve Mathematical Development for children eligible for EYPP.</p>	<p>Baseline assessments, keyworker feedback and data analysis will be used to ascertain individual needs of the children.</p> <p>Mathematical resources have been purchased to support maths intervention groups and to create home learning maths pack to support learning.</p> <p>Learning from the room leaders attendance of the Specialist Knowledge for teaching mathematics (Early Years) Programme led by a local maths hub will be cascaded to all room staff and actions implemented to improve outcomes across both strands of mathematical development</p>	<p>1,3</p>

	<p>An experienced member of staff carries out maths interventions either in small groups or on a 1:1 basis depending on the needs of the child.</p> <p>Maths books have been purchased for children to access in the setting, which have replaced books that have been well used. Time has been allocated during normal nursery sessions to ensure staff can carry out interventions effectively.</p>	
EYPP eligible children's play and social skills and self-regulation will be improved.	<p>All staff have attended training on self-regulation which has given staff a deeper understanding and a chance to reflect on this area of learning which has meant staff are able to further support our children.</p> <p>PSE is also included in our intervention programme which is coupled with attention and listening to further the support the EYPP children. Progress is determined on-going keyworker assessment and period screening.</p>	1, 2, 4

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

Budgeted cost: £0 SLT time (HT and DHT)

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support wellbeing and mental health of children and families	<p>Both the HT and DHT are trained Mental Health First Aiders. In addition the HT has completed training from the Open University on supporting children's mental health and wellbeing</p> <p>The HT and/or DHT are a visible presence to families, meeting and greeting, at the start and end of each session. This enables staff to monitor any changes in behaviour or mood and act swiftly to support.</p> <p>Parents see the HT/DHT daily and can approach to share any information and seek support as required. Any issues arising that cannot be dealt with immediately are addressed soon after they are reported and parents sign</p>	6

	<p>posted to other departments and professionals where necessary.</p> <p>Parent/carer groups are established to provide an opportunity for adults to engage with each other informally and form friendships. These have proved to be a good way of introducing parents to each other in a comfortable and warm environment.</p> <p>The school is proactive in seeking volunteers to help with a range of activities in school to build self esteem and support wellbeing and mental health. This includes identifying our most vulnerable parents and families. The school nurtures, promotes and encourages trusting two way partnerships with parents. Staff know the families well which enables early intervention if problems are identified. Parents strengths are promoted and celebrated and parents are invited to 'show off' their skills to the children, staff and other parents and carers. Some examples parents leading cookery sessions for different cuisines, parents working together to organise the setting up and distribution of home learning bags, administrative tasks such as creating and preparing resources for use by teaching staff.</p> <p>Identified parents/carers and children are invited to take part in visits to The Puddle Project Forest School run by HomeStart. This provides an opportunity for families to spend time together and can be used as an informal introduction to HomeStart support as required. This service had also been instrumental in delivering and distributing 'Gusto' and 'Hello Fresh' boxes to identified families and supplying slow cookers all free of charge for families.</p> <p>Children's wellbeing is monitored half termly and is an ongoing conversation with room staff. Interventions are in place for those needing additional support and the HT monitors progress via Pupil Progress meetings with room leaders.</p>	
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<p>Improve parental engagement.</p>	<p>The school consults regularly with the parent/carer group 'Friends of Sandy Lane Nursery and Forest School' to identify and find resolutions to barriers to parental engagement.</p> <p>Members of SLT 'meeting and greeting' at the beginning and end of each session provides a direct line of communication between families and school to encourage and support engagement. This informal relaxed approach demonstrates that SLT are just happy to chat and seems to suit the parents. Some parents are happier to discuss issues away from a more formal 'office' setting.</p> <p>HT termly monitoring of parental engagement with Tapestry identifies levels of engagement at an individual child level enabling room staff to have 1:1 conversations as required to identify barriers and solutions. The school feels this type of parental engagement is vital for home-school relationships and is encouraged by <u>all</u> staff. If families tell staff of a forthcoming family event or special celebration they are asked to post photographs and maybe a small write up on Tapestry. This is then shared with the 'Sandy Lane Family' which the children are particularly proud of. Staff work tirelessly to maintain good relationships with parents even out of school hours and regularly post messages and answer posts in the evenings, weekends and during school holiday times when parents have posted comments or enquiries.</p> <p>A full scrutiny of Tapestry activities for each child is carried out termly which shows full observations, spontaneous observations and also termly reports and 'next steps' are set out for each child. Parental activity and comments and 'likes' are also ascertained.</p> <p>Parents are told at initial transition meetings by room leaders that this on line platform is the best and most effective way to communicate their child's progress and learning. They are also informed that any special nursery events and celebrations are announced</p>	<p>6</p>
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	<p>on the platform too. If keyworkers determine that there has been little or no parental engagement noted, keyworkers will have a conversation with the parents to try to remove any obstacles or barriers. Parents are also welcomed to a 'drop in' session every Tuesday after bringing their children to nursery to try to resolve any problems they are experiencing. The importance of Tapestry being used as a powerful communication tool is also reiterated.</p>	
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Total budgeted cost: Teaching £ 800.00

Targeted Academic Support £13,800.00

Wider Strategies £ 00.00

Total Budgeted Costs £14,600.00

<p>£14,600.00</p> <p>Balance subsidised by the school</p>
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Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

See 2021-22 strategy for outcomes.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.