# Pupil premium strategy statement

## 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 effect that last year’s spending of pupil premium had within our school.

## School overview

|  |  |
| --- | --- |
| Detail | Data |
| School name | Sandy Lane Nursery and Forest School |
| Number of pupils in school (Mainstream 3-4-year olds) | Autumn 2023- 35  Spring 2024 – 52  Summer 2024 - 61 |
| Proportion (%) of pupil premium eligible pupils | Autumn 2023- 9 (26%)  Spring 2024- 22 (42%)  Summer 2024 – 25 (41%) |
| Academic year/years that our current pupil premium strategy plan covers | 2023/2024 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Marcia Atherton, Headteacher |
| Pupil premium lead | Jamie-Lee Kirkbride -EYPP lead/Teacher  Michelle Bate-  Teaching Assistant  Jen Bramhall-  Teaching Assistant |
| Governor / Trustee lead | Rachael Ellison |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | Autumn 23 - £1247.40  Spring 24 - £2613.60  Summer 24 - £3060.00 |
| Recovery premium funding allocation this academic year | £0.00 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0.00 |
| **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 | £6921.00 |

# Part A: 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 a large town in an area considered to be socially deprived and 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 of 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 PSED, play and social skills and low self-regulation skills. |
| 4 | Low on entry Mathematical Development. |
| 5 | Low attendance levels. |
| 6 | Low parental engagement. |

## 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’. |
| 1. 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. |
| 1. 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’. |
| 1. 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. |
| 1. Increase poor attendance rates for children eligible for EYPP. | Reduce the number of persistent absentees among children eligible for EYPP. |
| 1. 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: £ 13,800 (school subsidies additional costs)

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Improve overall aspects of Communication and Language for children eligible for EYPP. | 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 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. 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 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. | 1, 2, 4,6 |
| Improve all aspects of Literacy Development for children eligible for EYPP. | Children will be identified as early as possible upon entry into the setting. Intervention strategies such as SSTEW, ECAT are implemented by all staff. In addition to this focussed literacy development intervention programmes are also used such a ‘Dialogic Book Talk’ and ‘Talking and Writing’  ‘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. | 1, 2, 4, 6 |
| Improve Mathematical Development for children eligible for EYPP. | Using EEF materials (Improving Mathematics in EY and KS1) to 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 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. | 1, 2, 3, 6 |
|  | | |

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

Budgeted cost: £ 1500

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Improve all aspects of Communication and Language for children eligible for EYPP | 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.  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.  A parent child workshop will be arranged for early in the academic year to provide a C and L based activity based on the story Goldilocks and the three Bears. The intention will be to encourage the children to develop and encourage C and L skills. From this it is hoped that parental engagement will be impacted.  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.  Evidence will be gathered and follow up conversations with parents and carers about the sessions. Documenting  throughout the year by repeated screening, keyworker data and analysis of findings with further intervention implemented where necessary. | 1, 2, 4, 6 |
| Improve all aspects of Literacy Development for children eligible for EYPP. | Baseline assessments, keyworker feedback and data analysis will be used to ascertain individual needs of the children.  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.  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.  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. | 1, 2, 4, 6 |
| Improve Mathematical Development for children eligible for EYPP. | Baseline assessments, keyworker feedback and data analysis will be used to ascertain individual needs of the children.  Mathematical resources have been purchased to support maths intervention groups and to create home learning maths pack to support learning.  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.  Maths books have been purchased tor 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.  A parent and child workshop will be arranged for the beginning of the summer term to enhance skills in Maths and parental engagement. This will involve inviting parents/carers on a community shape hunt and issuing each child with a maths book to further their learning at home. It is hoped the impact will help further improve mathematical development. |  |
| EYPP eligible children’s PSED, play and social skills and self-regulation will be improved. | 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.  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.  We are hoping to secure an external dance teacher throughout the course of the academic year to explore the ‘Mini Movers’ programme. Dates to be arranged. | 1, 2, 4 |
|  | | |

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

Budgeted cost: £0 (SLT time DHT/HT)

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Increase poor attendance rates for children eligible for EYPP. | New starters pack are issued which include non-expected attendance – setting the expectation from the start.  Systems are in place to monitor daily attendance.  SIMS attendance records adapted to enable identified groups to be monitored in more detail (EYPP, Vulnerable, SEND).  ‘Improving Attendance’ flowchart is being followed. Office staff are completing a first day response when absences occur. SLT monitor attendance fortnightly to address any barriers or issues with attendance. Attendance is also scrutinised half-termly and persistent absenteeism monitored on a weekly basis. Keyworkers support improved attendance and question and try to resolve any barriers to poor attendance. HT sends letters, invites parents to professional meetings and makes home visits when contact with parents cannot be made.  ‘Request for Planned Absence’ forms have now been introduced which highlight the link between attendance and attainment. | 5, 6 |

**Total budgeted cost:** £ 1*5,300*

# 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 2023 to 2024 academic year.

|  |
| --- |
| Throughout the year from the events organised it has helped and enhanced the children's confidence and understanding in different areas. All children involved no matter the background attained good learning and development. Each child is different, and it was important to me to build great relationships with all the children. Doing this enabled me to understand what the children needed to develop further in their learning. Organising the events, I became familiar with parents and carers also building great relationships with them. Communicating with them to further their understanding of how to help their children, and my understanding to potential barriers that may arise when completing the activities and the development of the children. I approached all parents with care, consideration and empathy. Letting them know that all children have a way of learning that they develop and adapt along the way. All families matter. From having this approach, I was able to consider the best activities and events to provide that would have the best impact on the children achieving and making the most progress in the areas of need. When building the relationships with the children I understood to have high expectations, but also create events that were going to be achievable for the children and parents/carers. The children involved made steady progress and enjoyed all the events.  I received positive comments and enthusiastic communication from all parents and carers involved. The resources given were proven to be successful and helped towards the development and learning of the children. This was communicated mostly through conversations I had with parents and carers during the events and after. Also, questionnaires were provided online to outline the strengths and were also very positive. Most of the parents and carers that took part seemed to feel more comfortable talking face to face after the events. These were positive conversations about the impact of learning and how the children's confidence had improved from the events having an impact in different areas. Going back to my first initial intention of knowing the children individually and understanding what works and what doesn't. This has proven to be the key to understanding behaviour and how to encourage the children and adults to gain the best experience whilst at Sandy Lane Nursery.  Attendance of children eligible for EYPP has improved. Initially the attendance team were working with 6 families to support with barriers to attendance. The vast majority of these families now bring their children to nursery on a regular basis. The school continues to work to support 1 family. |

## Externally provided programmes

|  |  |
| --- | --- |
| Programme | Provider |
| Half termly sessions | Little Movers |
|  |  |