

Pupil premium strategy statement – Taywood Nursery School

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	104
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024- 2024/2025
Date this statement was published	May 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Jennifer Slater
Pupil premium lead	Jennifer Slater
Governor / Trustee lead	Jill Greenwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Autumn Term £2,217.60 Spring Term £2,197.80
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	Autumn and Spring Term £4,415.80

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children, irrespective of their background or the challenges they face, make good progress and achieve high attainment against their developmental milestones. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged children's attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs. The approaches we have adopted complement each other to help children excel. To ensure they are effective we will ensure disadvantaged pupils are challenged and act early to intervene at the point need is identified.

Challenges

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

Challenge number	Detail of challenge
1	Our baseline assessments highlight that a high number of children enter nursery with delayed speech and language development (communication and understanding) and require early intervention.
2	Baseline assessments, observations, and our induction process have identified social and emotional barriers (including behaviour) for many children and some families require support from external agencies.
3	Our attendance data shows that attendance can be lower than expected for some children. This impacts on some children's learning, confidence and well-being.
4	Children's wider cultural/ life experiences and opportunities can be limited.

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
Improve oral language, vocabulary, and listening and attention skills.	Assessments and observations indicate significantly improved communication skills amongst disadvantaged children. Disadvantaged pupils make good progress against the developmental milestones.
To achieve and sustain improved well-being for all pupils in our nursery, particularly for disadvantaged pupils. The Early Help Lead to support and monitor vulnerable families.	Observations and interventions show an increased participation in learning within the provision to improve well-being. Children have social and emotional strategies to enable them to self-regulate. Families are supported and this has an impact on learning.
For children to attend nursery for at least 90% of the school year.	Children attend for more than 90% of the school year, parents understand the benefit of nursery education. The Early Help Lead offers a support-first approach for families.
Through a broad, balanced and enriched curriculum, children have opportunities for first-hand experiences, which impact on their learning.	Pupils can make links in their learning, develop their vocabulary and have a wider understanding of cultural capital.

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: £2000 contribution

Activity	Evidence that supports this approach	Challenge number(s) addressed
CLL and Phonics Training- all staff	Quality first teaching and delivery of planned phonics sessions using Red Rose Phonics scheme. Supported by EEF research.	1
Literacy consultant support to delivery training on developing literacy skills.	Quality first teaching and application of CROWD approach to develop story language and vocabulary.	1

Early Help Lead/ Family Support Worker employed to support families with attendance and well-being	Allocation of an EHA and Family Support Worker. (DfE Attendance guidance 2024- support first approach).	2 and 3
Deputy SENCo/TA3 as full time SEND Support to identify and support children with PSED needs. Deputy SENCo receives CPD for the role.	Allocation of an adult to identify, track, support and monitor children with PSED needs to support well-being. (EEF Personal, Social and Emotional Development)	1 and 2
Speech and Language TA employed to deliver WellComm sessions	Allocation of an adult to deliver interventions for identified children at an early stage.	1
A Level 3 TA employed in each class.	Highly- skilled practitioners support quality-first teaching approach.	1 and 2

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of WellComm to deliver speech and language sessions	WellComm intervention supports communication and language development.	1
Purchase of quality texts and resources to support language development.	Quality texts and resources promote a love of reading and engagement in learning.	1

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

Budgeted cost: £ 1400 contribution

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Help Lead/ Attendance lead employed to work with families.	DfE- Support-first to improve attendance.	2 and 3

<p>Opportunities planned into the curriculum to provide first-hand experiences.</p>	<p>Cultural Capital Toolkit</p> <p>Children learn through engaging in first-hand experiences and seeing real life objects, which in turn helps to develop vocabulary.</p>	<p>4</p>
<p>Develop the Forest School and employ a Forest School trained member of staff to promote well-being and provide first-hand experiences.</p>	<p>Research shows that Forest School has a positive impact on well-being, language and communication and provides first hand experiences.</p>	<p>1, 2 and 4</p>

Total budgeted cost: £4000 contribution

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

New Headteacher September 2023. No previous strategy or data to report on the outcomes for disadvantaged pupils.

Externally provided programmes

Non DfE programmes used to support pupil premium

Programme	Provider
WellComm	GL Assessment

Further information (optional)

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

- The pupil premium strategy is written with the pupil premium governor, drawing on the actions from the governor strategic meeting.
- Pupil premium is an agenda on the Headteacher's report at all governor meetings and governors. Data is presented and governors are encouraged to challenge the outcomes for pupil premium and non- pupil premium children.
- Assessments are collated and progress is monitored at pupil progress meetings, with actions set for any underperforming groups of children.
- The funding offer has changed to reflect core school hours. (September 2023)
- The nursery school will offer only term-time only education from September 2024.