Ladygrove Nursery
Pupil premium strategy statement

This statement details our school's use of Early Year's Pupil Premium for the 2023 to 2024 academic year.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year.

School overview

Detail	Data
Nursery Name	Ladygrove Primary School and Nursery
Number of pupils on roll in Nursery	Predicted to rise to 10 children by the end of the academic year.
Proportion (%) of pupil premium eligible pupils: Autumn Term 2022 Spring Term 2023 Summer Term 2023	
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022/2023 2023/2024 2024/2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Full Governing Body
Pupil premium lead	Jo Weichlbauer/ Emily Guess
Governor lead	Sian Makin – PPG

Funding overview

Detail	Amount
EYFS Pupil premium funding allocation this academic year	**£3198**
Pupil premium funding carried forward from previous years	**£0**
Total budget for School year.	**£6384**

Part A: Pupil premium strategy plan

Statement of intent

Decisions made in regard to our Pupil Premium and Recovery Premium spend have been based mainly on the research of the Education Endowment Foundation. Our spend is targeting at narrowing gaps; both in terms of experiences provided for Pupil Premium Funded children and the progress they make and the levels of attainment they achieve.

We have based our rationale based on the barriers which our children face. These are listed in the sections below. Our biggest barrier relates to lower attendance rates for our PPG children; as if our children are not in school, we cannot work to reduce other barriers to learning.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For higher percentages of disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- ✓ To support our children and their families to ensure that disadvantaged children attend school on time every day with the equipment needed to access learning.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

The range of provision the Governors consider making for this group include:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Ensuring that speaking and listening is at the heart of our EYFS Nursery provision so that pupils from disadvantaged backgrounds are given every opportunity to master how to speak appropriately and develop their understanding of language.
- To support children who are 'off-track' by targeted intervention; delivered by teachers and/ or nursery assistants either in a small group or on a 1:1 basis
- To ensure that children from disadvantaged backgrounds make at least expected progress from their starting points
- To ensure that children have the same experiences, so we support payment for activities e.g. educational visits and experiences.
- Providing food for children via funding lunchtime sessions for children as required.
- Providing children with the equipment needed for the day e.g., by providing children with clothing as required (e.g. shoes, coats, forest school equipment).

Challenges

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

Challenge number	Detail of challenge
1	Early Language skills are not as developed as their peer group.
2	Some children exhibit poor social and emotional skills.
3	Some children have poor self-regulation strategies e.g. unable to sit for more than a few minutes at a time.
4	Some children have less developed fine/ gross motor control than their non EYPP peers.
5	Lower attendance rates than non-EYPPG peer group.
6	Higher rates of persistent absence when compared to non-EYPPG children.
7	Less children achieving in line with age related expectations.
8	Less children exceeding age related expectations.
9	Higher percentages on EYPP children still requiring intimate care for toileting

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
To develop the speech and language skills of children in receipt of EYPP through extending words they are exposed to and that they understand.	PPG children to make accelerated progress in Speaking, Listening and Understanding in the EYFS curriculum.
To develop the social and emotional skills of EYPPG children.	More children achieving in line with age related expectations in the PSED elements of the EYFS curriculum.
To improve the motor-skills of EYPP children.	EYPP children are ready for early mark making activities and their fine motor skills are in line with their non-EYPP peers.
To improve attendance and punctuality of EYPPG children.	Ensure attendance of disadvantaged pupils in Nursery improves and that lateness is reduced for individual children. Reduction in the number of late marks for EYPPG children.
To improve percentages of EYPP who are toilet trained/ school are ready in toileting	PPG children school ready in toileting.

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: £2,178

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time for staff to attend Speech and Language training in the programme Listen with Lucy/ Hanen Learning Language and Loving It training **Cost: £178**	**EEF (+6)** **Communication and language Approaches** Previous EYFS Speech and Language interventions in Nursery have been successful in ensuring that children's language is school ready. This has meant that key children understand far more what is going on within the classroom and are better able to interact with their peers.	1, 7,8

	PPG research shows that PPG children generally are exposed to less language prior to starting school. Having a vocabulary focus ensures that children are exposed to rich language. Having staff trained in this approach mean that they can lead interventions for children.	
Impact: 100% of children were working below the expected standard at baseline. At the end of the academic year 66.7% of children met the expected standard for speech and language. This demonstrates accelerated progress for the PPG children.		
Additional staffing costs of the recruitment of an additional member of Nursery staff to support in Children's self-regulation skills. **Cost: £2,000 salary costs to part fund additional member of the Nursery team for the Autumn Term and Spring Term.**	**EEF (+5)** **Self-Regulation Strategies** Self-regulation strategies are important for children to develop into independent learners. Additional member of staff will support children's self-regulation by working with specific children at different times of the day through specific interventions e.g Attention bucket.	2,3
Impact: At the beginning of the year over 100% of the children were working below the expected standard in attention and self-regulation. By the end of the year 67% met the expected standard. This demonstrates accelerated progress for the PPG children.		

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

Budgeted cost: £2,456

Activity	Evidence that supports this approach	Challenge number(s) addressed

Speech and Language intervention in Nursery via the programme **Listen with Lucy** Hanen Learning Language and Loving It Project **Cost: £828**	**EEF (+6)** **Communication and language Approaches** Previous EYFS Speech and Language interventions in Nursery have been successful in ensuring that children's language is school ready. This has meant that key children understand far more what is going on within the classroom and are better able to interact with their peers. PPG research shows that PPG children generally are exposed to less language prior to starting school. Having a vocabulary focus ensures that children are exposed to rich language.	1,3,7,8
Impact: 100% of children were working below the expected standard at baseline. At the end of the academic year 66.7% of children met the expected standard for speech and language. This demonstrates accelerated progress for the PPG children.		
Carry on with Maths interventions related to the Maths Champions Project which the school took part in in 2021/22. **Cost: £828**	**EEF (+6)** **Early Numeracy Approaches** Research shows that developing early number skills and improving children's knowledge and understanding of early mathematical concepts accelerates children's progress. In school data for the Maths Champions project shows an improvement in children's early Maths skills.	1,7,8
Impact: 100% of children were working below the expected standard at baseline. 67% of children met the expected standard in number and 33% in number pattern at the end of the academic year. This demonstrates accelerated progress for the PPG children.		

Children to take part in Fine/ Gross Motor control intervention. **Cost: £800**	**EEF (+3) Physical Development Approaches** School has purchased a variety of additional equipment to support fine motor control e.g. squissors, tweezers to target the fine motor skills of specific children and to develop their sensory skills. School has also purchased additional bikes and gross motor equipment to develop gross motor control at child-led learning times.	3,4
Impact: At the beginning of the academic year 100% of children were working below the expected standard within physical development. At the end of the academic year 66.7% were working at the expected standard. This demonstrates accelerated progress for the PPG children.		

Wider strategies (for example, related to attendance, behaviour, self-regulation and wellbeing)

Budgeted cost: £1750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Stay and Play sessions for Nursery supported by the School Family Support Worker Angie & Laura salary x 1 hour every half a term. **Cost:** This has been met through school PPG strategy funding as lots of the children have siblings in school.	As a school we have researched with other local maintained nurseries with strategies to support attendance. Stay and play has successfully worked in other settings as a vehicle to building positive relationships with parents and engaging them in their child's education in a non-threatening way.	5,6

Impact: Stay and play sessions have been positively welcomed by parents. The Pastoral and Wellbeing Manager and the Child and Family Support Worker have built positive relationships with parents.		
Family Support worker intervention to support families with Nursery age children with lower than 90% attendance to unpick barriers to intervention. **Cost:** This has been met through school PPG strategy funding as lots of the children have siblings in school.	As a school we have noted a pattern that poor attenders in Nursery have a higher percentage of being persistently absent when they are of statutory school age. We are therefore keen to work with families in this age bracket to break down barriers to attendance which will build positive habits of school attendance.	5,6
Impact: The Family Support Worker has built positive relationships with parents. She has supported parents with nursery attendance and accessing a range of services.		
Additional member of staff to support with intimate care and toilet training. **Cost:** 1 hour a day of Autumn term and Spring Term. **Cost : £1,750**	So that children's self-esteem is not affected, we are wanting them to start school with most children toileting in-dependently. This means that they are then independent in self-care.	5,6
Impact: All children who have transferred into mainstream primary school are toilet trained and able to provide age-appropriate self-care in regards to toileting.		