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 Autumn Term 2023 Spring Term 2024 Summer Term 2024	 7 children 8 children 13 children
Proportion (%) of pupil premium eligible pupils:	23% - Autumn Term 19.5% - Spring Term 28% Summer Term
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 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Full Governing Body
Pupil premium lead	Jo Weichlbauer/ Kirsty Stewart
Governor lead	Nicky Brown

Funding overview

Detail	Amount
EYFS Pupil premium funding allocation this academic year	£2,544.75 Autumn term 2023 £2,462.40 Spring Term 2024 £3,970.62 Summer Term 2024 **£8977.77 Yearly Total**
Pupil premium funding carried forward from previous years	**£0**
Total budget for School year.	**£8977.77**
Total spent by School	**£9,325.00**

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: £3,576

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing costs of the recruitment of an additional member of Nursery staff to support in Children's self-regulation skills. **Cost: £3,576 salary costs to part fund**	**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	2,3

additional member of the Nursery team for the Autumn Term, Spring and Summer Term.	times of the day through specific interventions e.g. Attention bucket.	
Impact: Behaviour log monitoring shows less behaviour incidents in the Summer term in nursery as children have applied self-regulation skills.		

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

Budgeted cost: £5,349

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language intervention in Nursery via the Talk-Boost intervention Project **Cost: £3,576** **(2 hours Level 3 salary per week over the course of the academic year)**	**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: 80% of nursery children at expected or above for speaking summative progress. 100% PPG children made expected progress in speaking.		

Summer Term Read, Write Inc Phonics intervention to ensure that children are ready for the transition to the Reception Curriculum. **Cost: £1,773 – 2 ½ hours Level 3 time in the Summer Term**	**EEF (+ 5) Systematic phonic teaching** The use of Read, Write Inc Spelling build on the approach of Read, Write Inc and develops children ability to spell words with automaticity.	1,3,7
Impact: 80% of nursery children at expected or above for word reading summative progress. 100% PPG children made above expected progress in word reading.		

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

Budgeted cost: £400 – some Part met through school pupil premium strategy

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop children's gross motor skills through physical play. Additional resources purchased for the nursery outside area to support with physical play. **£400 to purchase resources**	**EEF Physical Activity + 1 month** There is a positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.	4
Impact: 80% of nursery children have made expected or above summative progress. 100% of PPG children have made expected or above summative progress.		

Stay and Play sessions for Nursery supported by the School Family Support Worker **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 well attended and parents voice has shown that these sessions are beneficial to both the child and parent.		
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: Our family support worker has worked with families to break down barriers to attendance.		