

Pupil premium strategy statement – Ashworth 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	56 places taken (Dec 2023)
Proportion (%) of pupil premium eligible pupils	7 pupils 8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Suzanne Jackson
Pupil premium lead	Suzanne Jackson
Governor	Dave Harling

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 2910.60
Recovery premium funding allocation this academic year	£ 0 N/A
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£ 2910.60

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective is to use this additional funding to support us in raising the attendance; attainment; and aspirations of our disadvantaged children, and those adversely affected by the COVID-19 pandemic, in order that they achieve as well as their non-disadvantaged peers.

This pupil premium strategy plan works towards achieving that objective by identifying barriers to the success of our disadvantaged children and implementing strategies to remove these.

The key principles of our strategy plan are that through high quality teaching for all and targeted support for groups and individuals, there will be no disparity between the success of our disadvantaged pupils in comparison to their non- disadvantaged peers.

Historically our school community faces barriers to learning in the following three areas:

- Communication and Language
- Personal, Social and Emotional development (PSED)
- Health and self-care

Our objectives are:

- Improved attainment and progress in all aspects of communication and language in order to allow children to access the wider curriculum.
- Improved attainment and progress in all aspects of Personal, Social and Emotional Development.
- Improved levels of attainment and progress in Health and Self-care.
- Improved parental confidence in supporting home learning.

Where children's needs do not specifically lie within the three areas, we will provide a personalised approach to support their learning and development.

Our current early years pupil premium strategy plan works towards achieving these objectives through:

- Language groups
- Visual prompts
- Makaton
- Close monitoring from base line information
- Resources and CPD

- Working in partnership with parents

The key principles of our strategy plan are:

- Good EYFS Quality First teaching
- Increased skills and expertise for staff
- Excellent resource base to support learning
- Working closely with parents
- Learning at home/learning packs/core books
- Rapid progress
- Gaps narrowed
- Developmental gaps bridged
- Monitoring and close evaluation in response to progress
- Referrals to outside agencies as needed

Challenges

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

These challenges have remained the same from the 2022-2023 EYPP strategy.

Challenge number	Detail of challenge
1	Communication and language skills are low on entry (particularly Listening and Attention). Low communication and language skills can slow reading progress in subsequent years.
2	Personal, social and emotional development are low on entry (particularly managing self and self-regulation).
3	Health and self-care/independence skills are low on entry (toileting/eating/oral health).
4	Extended visits abroad and low attendance in school. This reduces their school hours and can cause them to fall behind.
5	Parental confidence in supporting home learning.

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
Improved attainment and progress in all aspects of communication and language in order to allow children to access the wider curriculum.	<ul style="list-style-type: none"> • Eligible pupils will attain in line with their non-eligible peers • Eligible pupils will make at least the same rates of progress as their non-eligible peers • Impact reports from SALT/Advisory Teachers will note an improvement in increased word level and use of language structures • Improved WELLCOMM scores • Improved School Readiness data • Pupils will be supported in developing key vocabulary needed to access the curriculum • Key Workers will have a range of teaching strategies to support their provision for pupils with limited English • Curriculum takes into account the needs of those pupils who are complete second language learners.
Improved attainment and progress in all aspects of PSED.	<ul style="list-style-type: none"> • Eligible pupils will attain in line with their non-eligible peers • Eligible pupils will make at least the same rates of progress as their non-eligible peers • Data tracking of progress and attainment shows accelerated progress
Improved levels of attainment and progress in health and self-care.	<ul style="list-style-type: none"> • Eligible pupils will attain in line with their non-eligible peers • Eligible pupils will make at least the same rates of progress as their non-eligible peers • Data tracking of progress and attainment shows accelerated progress • Pupils able to use the toilet independently • Pupils engaging with daily oral health activities • Pupils are ready for the next stage of education (School Readiness data)
Improved parental confidence in supporting home learning.	<ul style="list-style-type: none"> • Increased/well placed parental engagement • Pupil voice or anecdotal feedback • Feedback from Key Workers • Completion of home learning tasks

	<ul style="list-style-type: none"> Data tracking of progress and attainment shows accelerated progress
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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: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff to further embed WELLCOMM training, use assessment and Big Book of ideas £200	Nationally recognised screening tool which enables quick identification of difficulties.	1
Early Years Conference – Promoting play, Communication and Language and the role of the adult £200	Quality CPD conference with key note speaker Alistair Bryce Clegg to identify ways of supporting children with CLL.	1,3
EYFS Leader meetings and Nursery Headteacher Forums attended (£500)	Local and national initiatives discussed. Share successful strategies and what works. Visit other EYFS Settings and share good practice.	1,2,3,4,5
Nursery teacher to access Makaton training and disseminate to all staff (£100)	Nationally recognised, universally inclusive skill designed to promote communication for those with additional needs. <ul style="list-style-type: none"> Improves vocabulary Promotes interaction Used alongside spoken word 	1,2,3,4,5

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

Budgeted cost: Part funded through SENIF and TA3 role £1250 to resource

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Ready, Steady, Listen intervention (£50 to resource) (£500 staff)	Attention and Listening Intervention devised by BwD SEND Support Service (Physical Development and Developmental Language Disorder Team)	1,2,4
Box Clever Language intervention (£50 to resource) (£500 staff)	Language Acquisition Intervention to support pupils who have low / limited knowledge of English.	1,2,4,5
Word aware resource (£150)	Proven book resource based on research with positive reviews. Designed to target all children and particularly useful for children who are EAL learners.	1

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

Budgeted cost: £ 780

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of daily oral hygiene (tooth brushing programme) Resources – free Staff CPD - £30	Approximately 342 in every 100,000 children in Blackburn with Darwen underwent a tooth extraction as a result of decaying teeth last year.	3,5
Intensive nurture support-principles of whole school nurture (£100)	Research clearly demonstrates the impact that nurture can have on attainment as well as social and emotional competencies.	2
Parenting engagement sessions/Key Person Meetings/bespoke support (reading/phonics/language development/Maths/oral health/toileting/routines) (approx. £250)	Positive impact on children by first positively impacting their parents. Proven benefits for parents of any race or income level: <ul style="list-style-type: none"> The more engaged parents are in workshops, the better their confidence, the more positive their view of their role as a parent 	1,2,3,4,5
Parent workshop to support eating habits and access to a healthy diet. (£400)	Well revered author and 'fussy eating' consultant to provide a workshop which is accessible to all.	2,3,5

Total budgeted cost: £ 3030.00 (Surplus to be covered by school budget)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2022-2023

Autumn Term- £1260

Spring Term- £1080

Summer Term- £1339.20

Unable to provide a review due to change in Headteacher and a gap of 1 term until the new Headteacher was appointed.