

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	104 places taken
Proportion (%) of pupil premium eligible pupils	Data not available yet
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Victoria Burnside
Pupil premium lead	Victoria Burnside
Governor	Louise Garner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ TBC
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	£ TBC

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.

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	<ul style="list-style-type: none"> • Eligible pupils will attain in line with their non-eligible peers

<p>order to allow children to access the wider curriculum.</p>	<ul style="list-style-type: none"> • Eligible pupils will make at least the same rates of progress as their non-eligible peers • Improved EAL proficiency scores • Impact reports from SALT/Advisory Teachers will note an improvement in increased word level and use of language structures • Improved WELLCOMM scores • 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
<p>Improved attainment and progress in all aspects of PSED.</p>	<ul style="list-style-type: none"> • Eligible pupils will attain inline 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
<p>Improved levels of attainment and progress in health and self-care.</p>	<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 are ready for the next stage of education (School Readiness data)
<p>Improved parental confidence in supporting home learning.</p>	<ul style="list-style-type: none"> • Increased/well placed parental engagement • Pupil voice or anecdotal • Feedback from Key Workers • Completion of home learning tasks • Data tracking of progress and attainment shows accelerated progress

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: £1925

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff to access WELLCOMM training, use assessment and Big Book of ideas (£700)	Nationally recognised screening tool which enables quick identification of difficulties.	1
EYFS SIG Network and EYFS Leader meetings attended (£525)	Local and national initiatives discussed. Share successful strategies and what works. Visit other EYFS Settings and share good practice.	1,2,3,4,5
National Professional Qualification in Early Years Leadership (NPQEYL) accessed by teacher (£700)	Nationally recognised qualification- develops skills in: <ul style="list-style-type: none"> • Delivering high quality early education and care • Organisational management and staff development • Giving constructive feedback to parents and carers • Working with children who have additional and special educational needs • Implementing improvements 	1,2,3,4,5

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

Budgeted cost: £ Part funded TA3 salary

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ready, Steady, Listen intervention	Attention and Listening Intervention devised by BwD SEND Support Service (Physical Development and	1,2,4

	Developmental Language Disorder Team)	
Kick Start to Language intervention	Language Acquisition Intervention devised by BwD SEND Support Service (Developmental Language Disorder Team)	1,2,4,5

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

Budgeted cost: £ 2850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Early Help Assessments/Family Early Help Plans £2850 (19 days Family Support Worker/Independent SEND Support Worker)	Intervention with a family to gather, explore and analyse with them, information about all aspects of the child and family's life, and then to identify areas where change will address support needs and positively impact on their lived experiences.	1,2,3,4,5
Intensive nurture support-principles of whole school nurture	Research clearly demonstrates the impact that nurture can have on attainment as well as social and emotional competencies.	2
Parenting workshops/Key Worker Meetings/bespoke support (reading/phonics/language development/Maths/oral health/toileting/routines)	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

Total budgeted cost: £ 4775

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2021-2022

Autumn Term- £421.35

Spring Term- £874.50

Summer Term- £1,458

- Improved attainment and progress in all aspects of communication and language in order to allow children to access the wider curriculum.

TA3 lead small group language interventions ('Ready, Steady, listen' and 'Kick Start to Language') and also 1:1 language interventions as required with oversight of Advisory Teacher. All pupils made improvements in attainment and progress in all aspects of communication and language. Ofsted 'Good' grading achieved following inspection, highlighting 'Leaders have established a clear focus on developing children's communication and language, including children with SEND. Staff carefully consider each child's ability to speak and listen. They educate children by using programmes of meaningful, well-planned activities' in the report.

- Improved attainment and progress in all aspects of PSED.

All pupils made improvements in attainment and progress in all aspects of Personal, Social and Emotional Development. Ofsted 'Good' grading achieved following inspection, highlighting 'Children talk openly about how they feel because staff teach them the words to use to express their emotions.' 'Children take part in learning activities with confidence. They know that staff will help them to play and explore.' 'Where individual children need extra help to manage their own feelings and behaviour, staff skilfully and sensitively support them.' School Readiness data showed that pupils left ready for the next stage of education including in relation to PSED.

- Improved levels of attainment and progress in health and self-care.

All children made improvements in terms of Health and Self Care. With the exception of 2 children with SEND, all children could use the toilet unaided; wash hands unaided; put on coats and fasten unaided; were able to eat independently with cutlery; show good understanding of safety precautions; make healthy food and drink choices; and make good choices in terms of activity and tooth brushing. Ofsted 'Good' grading achieved following inspection, highlighting 'Children move to primary school ready for the next stage of their learning.'

- Improved parental confidence in supporting home learning.

Parent Meetings with Key Workers very well attended. Home Learning activities were well received by parents, with high levels of completion and engagement. Bespoke support and advice provided to parents as required. Parental feedback confirmed an increase in confidence to support their children's learning at home. Overall improvement of achievement and progress of all pupils.