

Early Years Pupil Premium Strategy statement 2022-23- Grasmere 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Grasmere Nursery School
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	Autumn 148 (2 eligible for EYPP) 1.4% Spring 192 (5 eligible for EYPP) 3%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	January 2023
Date on which it will be reviewed	April 2023
Statement authorised by	B Tewe
Pupil premium lead	K Buttle
Governor	R Kapadi

Funding overview

Detail	Amount
Pupil premium funding allocation – Autumn term	2x114 = 228
Pupil premium funding allocation – Spring term	5x114 = 570
Total Budget for this academic year	£798

Part A: Pupil premium strategy plan

Statement of intent

At Grasmere Nursery School, we want every child, regardless of their background or challenges they face, to have a positive start, make significant progress, and achieve high attainment in all areas of learning.

Our overarching aim is to **provide a high-quality Early Years Education for all of our children**, and through this, to give a **solid foundation for a love of lifelong learning**. We constantly strive to enable each child to fulfil their full potential, to thrive within society, and to contribute their own skills and talents to the service of others. We believe that **“it takes a village to raise a child”** and to this end we work closely with our families, with other schools and service providers to give each child the best possible start in life.

Our strategy is to identify the key actions for individual children and families that will make the difference. School leaders are aware of current research and use it to inform decisions. Every child’s achievement and potential barriers are carefully assessed, discussed and reviewed in partnership with parents/carers. This is regularly reviewed and monitored accordingly.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and transition information indicate that many children, including those at risk of disadvantage, have low starting points in C&L, Literacy, Maths and PSED lower than those expected of their chronological age. Evidence of this is seen through data, pupil progress meeting and observations.
2	Our Pupil Premium children have limited experiences of out of school learning e.g. lack of enriching experiences (Zoo, Library, museum visits, sports etc).
3	A small minority of children at risk of disadvantage have significant additional needs and require the support of external professionals and close support of staff in the school to keep themselves safe and access the curriculum.
4	To make sure that the home learning environment promotes strong and positive attachments, a small proportion of PP families need assistance around PSED. This indicates that if nothing is put in place to support: children are more likely to display challenging behaviour and emotional issues, which in turn has a detrimental effect on academic performance. The additional support provided by the intervention lead and family worker is evident of this (CPOMS).

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 communication and language skills and vocabulary.	<ul style="list-style-type: none"> Children will make strong progress from their starting point. Children will be well prepared for the next stage in their education. Additional Small Group Support for specific interventions addressing individual pupil targets, e.g. Attention Skills, Early Phonics
All EYPP children who are not on track in their PSED development to make steps to closing the gap to their peers	<ul style="list-style-type: none"> Inventions for Pet Therapy, Yoga and mindfulness will be in place if appropriate All children who are not on track in PSED to have clear and concise targets in the weekly plans.
Children at risk of disadvantage who have significant additional needs	<ul style="list-style-type: none"> Children will receive timely support from external professionals Children will access a curriculum designed to both meet their needs and provide challenge
Families require support to ensure that the home learning environment promotes strong progress.	<ul style="list-style-type: none"> Families will work in strong collaboration with the school Families will feedback positively on strategies implemented Evidence will indicate that improvements in the home learning environment have positively impacted on outcomes
To improve children's experiences of the outdoors and to promote healthy and active learning.	<ul style="list-style-type: none"> Outdoor/Nature learning will be provided to widen experiences in our discovery centre. Healthy Eating workshops by our family worker Zoo trips to Whipsnade

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching and Targeted academic support

Budgeted cost: £ 4443

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children will be offered small group sessions for literacy and Maths. Speech and Language will be offered for highlighted PP children.	There is a strong evidence base that suggests oral early language interventions is key when addressing communication and language barriers: https://educationendowmentfoundation.org.uk/education-evidence/earlyyears-toolkit/communication-and-language-approach	1,2,4
Wrap around care and lunch time care is provided to help support parents and extend sessions to 30 hours where appropriate.	There is strong evidence that there is a link between low family income and poor academic achievement. By supporting parents back to work will improve outcomes for children. https://www.lse.ac.uk/business/consulting/assets/documents/closing-gapsearly.pdf	1,3
Parental collaboration is a key driver in the Nursery. Funding is used to ensure that parents/carers regular updates from class. Leadership time is used to create a responsive annual parental engagement plan.	Parental engagement in early years education is consistently associated with children's subsequent academic success. https://educationendowmentfoundation.org.uk/education-evidence/earlyyears-toolkit/parental-engagement	2
Promoting our Grasmere Goal such as Love of books	The school library is accessed by every class and parents and children have access to the library https://educationendowmentfoundation.org.uk/education-evidence/earlyyears-toolkit/communication-and-language-approach	1

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

Budgeted cost: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wrap around care	Pupils from disadvantaged backgrounds are less likely to have access to wider family support for emergency appointments. This often affects attendance. <i>https://www.lse.ac.uk/business/consulting/assets/documents/closing-gapsearly.pdf</i>	1,3,4
Family worker supports families with attendance, behaviour, well-being and outcomes for those eligible for PP	Levels of parental engagement are consistently linked to improved academic achievements, and parents play a critical role in promoting their children's learning. <i>https://educationendowmentfoundation.org.uk/education-evidence/earlyyears-toolkit/parental-engagement</i>	1,4
Funding to provide school uniforms and PE kits in the summer term	Pupils from lower socioeconomic households are less likely to be able to afford the cost of uniforms. <i>School uniform EEF (educationendowmentfoundation.org.uk)</i>	2

Total budgeted cost: £ 5443

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

	C&L	PD	PSED	L	M	UTW	EAD
1	38	25	25	75	75	63	50
2	50	63	63	13	13	25	38
3	13	13	13	13	13	13	13
At & Above	63	75	75	25	25	40	50

At the start of the autumn term, attendance was an issue for our PP group due to a number of factors, including bereavement, mental health concerns, childcare needs, homelessness, and social care issues. After interventions and family support input there was a huge increase of an average 75%-80% improvement.

Evidence through questionnaires and discussions with parents who have participated in additional activities was also very positive. Families benefited from with high-quality interventions and input by professional agencies and they were able to discuss and use learnt strategies.