

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Pinxton Nursery School
Number of pupils in school	73
Proportion (%) of pupil premium eligible pupils	21.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	
Date this statement was published	12 <sup>th</sup> May 2022
Date on which it will be reviewed	30 <sup>th</sup> September 2022
Statement authorised by	Jayne Allton
Pupil premium lead	Jayne Allton
Governor / Trustee lead	Mary Dooley

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4591
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£79
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£4670

# Part A: Pupil premium strategy plan

## Statement of intent

The aim of the Early Years Pupil Premium is to close the gap between children from disadvantaged backgrounds and other children by providing additional funding to settings such as ours, therefore ensuring that these children have the best possible start to their education.

Evidence shows that children from less advantaged backgrounds can start school 19 months behind their peers, but that good quality childcare can reduce this gap and have a significant benefit in terms of a child's development and the Early Years Pupil Premium provides us with extra funding to close this gap, diminishing the difference.

We use the extra funding to improve the quality of the early years education that we provide for your child. This includes further training for staff in relevant areas e.g. communication and language, purchasing additional resources. Providing additional staff to work specifically with children. Buying in services to support with areas of learning/training or to provide experiences or opportunities.

It is well documented that high quality early education can influence how well a child does at both primary and secondary school so we do want to make the most of this additional funding. Children who receive good-quality early years education go on to earn around £27,000 more during their career compared to those who don't, and are also likely to do better at school - the equivalent of 7 GCSE grades at grade B compared to grade C.

We measure the impact of this funding by assessing the progress of our EYPP children against the interventions that they may have in place or by the impact of strategies that have been deployed. We also pride ourselves on the fact that we support all our children to meet their needs, regardless of their situation. Our Head teacher is responsible for Early Years Pupil Premium and has the overview for the implementation of the interventions and along with, our governor responsible for EYPP. Our focus always remains on the child's needs and the staff, leaders and governors work tirelessly to ensure that through rigorous monitoring and reviewing, interventions and strategies are purposeful and progress is rapid.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations indicate that pupils are below age related in communication and language skills. This is evident especially in the baseline data.
2	Assessments and observations suggest that children's literacy skills in reading and writing are below age expected.

3	Assessments and observations and discussions with parents has identified that children's emotional development and well-being has been impacted due to lack of early interventions, activities and socialising with other children and families due to COVID and the national lock down.
4	Observations and discussions with parents has seen an increase in the number of children not yet toilet trained and coming into nursery in nappies.
5	Assessments and observations identified that children's large motor skills are below age expected. This was highlighted in baseline data.

## 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
Improve oral and language skills	Assessment and observation illustrates that children make good progress within the first term at nursery with the interventions in place. Children continue to catch up and make good progress each term.
Improve reading and writing skills and develop of love of stories and books.	Assessment and observation illustrates that children are making good progress. Discussions with children and parents highlight that children love books and enjoy library day and choosing a new book. Parents are well informed about how to help their children at home and feel confident to help their children learn. Through information provided on the website, parents meetings and focus teaching parents leaflets.
Improve children's well-being and emotional development.	Observations show that children have settled well into the nursery routine. Staff have strategies and skills, which have supported children well and enabled children to feel secure and be independent learners. All children enjoy coming into nursery and soon make progress to lessen the gap.
Improve independence in self-care and show awareness of routines. Increasing understanding of bladder and bowel urges and communicate their needs effectively.	Parents are provided with information to support self care at home. In the admission material and parents evening. Staff work within nursery to support. Most children leave nursery toilet trained and ready for school.

## 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: £997

Activity	Evidence that supports this approach	Challenge number(s) addressed
Makaton staff training	<p>Staff using strategies to support Children able to communicate effectively their needs whether by pointing to the symbol or using the sign.</p> <p>.</p>	1, 3, 4
Purchase memory stick with resources	<p>Signs and symbols displayed within nursery.</p> <p>Parents provided with signs and symbols to use at home.</p> <p>Nursery focus booklet reflects the signs and symbols being used</p> <p>Children are able to follow a visual timetable to enable them to follow the routine</p>	1,3,4
<i>Staff training – Shonette Basson</i>	<p>Children are aware of their bodies and are have the skills in which to mark make effectively.</p> <p>Within nursery children mark make for different purposes</p> <p>The children have a sense of belonging with their own lockers in which a collection of each child’s work / photographs are placed. Children with their key workers reflect on the items in their lockers and the progress they have made. Key worker have a clear knowledge of what children can do and what they now need to work on.</p>	1,3

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

Budgeted cost: £ 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase new book boxes for the lending library to be replaced in the main entrance	Children look forward to library day and enjoy choosing their new book. Through discussion, children talk openly about the new book they have chosen or the book they have brought back. Therefore, this is transferred into the main nursery book area where children look for books and sit quietly with friends sharing book.	1,2,3
Purchase new books	Children act out in role play and small world stories they have had experience of. This has also impacted on how children communicate and developed listening and attention skills.	1,2,3

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

Budgeted cost: £ 2846

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing to support children with routines, self-care and well being	Children settle well into the nursery routine. Within the first term children understand the rules and routines of the nursery and have develop skills and independence in which to extend their experience and try new activities. All children are happy within nursery and feel safe and secure Most children are beginning to become more independent with self-care.	1,2,3,4

**Total budgeted cost: £ 4343**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Internal assessments suggests that the performance of disadvantaged children is good. Most children make good progress if not better. The majority of the children leave nursery with the skills necessary for 'readiness for school'.

Progress made has not been as quick this year and those children, which started January 21, appears to have been affected mostly this is due to the partial closure of the nursery at the start 2021 due to COVID.

Communication and language and emotional development will remain a priority for our children, especially those babies that were born within lock down and COVID 19.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

