

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023-2024 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	Hindpool Nursery School
Number of pupils in school	56
Proportion (%) of pupil premium eligible pupils	46% (23 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Peter Mills/Andrea Sweeting
Pupil premium lead	PeterMills/Andrea Sweeting
Governor	Helen Wedgewood

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7855
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£ 7855</b>

# Part A: Pupil premium strategy plan

## Statement of intent

*At Hindpool Nursery School we believe in lifelong learning and that learning should be a rewarding and enjoyable experience for all. Our intention is to provide a rich and varied learning curriculum that allows all children to develop their skills and abilities to their full potential, raises aspirations and opens their eyes to the world beyond their immediate environment, irrespective of socio-economic background, ethnicity, gender, faith or stage SEND. This follows the focus of our Curriculum of Aspirations, Community, Communication and New Experiences.*

### *We aim to*

- Give children the best possible start to their learning journey*
- Be ambitious for all our pupils and we aspire for them to reach their full potential*
- Build children's capacity to tackle challenges in everyday life*
- Remove barriers to learning created by poverty, family circumstances and background*
- Narrow the attainment gap between disadvantage pupils and their non-disadvantaged counterparts both within the school and nationally*

### *In order to achieve this:*

- We provide focused support to ensure pupils move on from their individual starting points at a realistic pace*
- We provide all staff with access to high quality CPD to ensure that pupils access effective quality first teaching*
- We strive to involve parents in their child's education; this includes the importance of attending Nursery*
- We target funding to ensure that all pupils have access to trips, first hand experiences and enrichment activities*
- We provide appropriate nurture support to enable pupils to access learning within*

*Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children. Interventions and approaches are adopted on a whole school level and are not restricted to pupils eligible for the Pupil Premium Grant.*

## Challenges

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

Challenge number	Detail of challenge
1	<i>Emotional well-being and resilience, self-esteem, behaviour and social development</i>
2	<i>Oral Language Skills and vocabulary,</i>
3	<i>Inter-generational low aspiration and low expectation.</i>
4	<i>Parental SEMH having negative impact on behaviour, attitudes and aspirations</i>
5	<i>Increasing numbers of families accessing Early Help, CIN/CP plans and support from Family Action, Women's Community Trust, Food bank</i>
6	<i>Variable parental support and home learning environment, including a lack of positive role models, which impacts progress, e.g. engagement in home work and reading with children parental literacy skills impacting on support from home</i>
7	<i>Narrow life experiences.</i>

## 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
<i>To continue to narrow the disadvantage gap by addressing inequalities and raising the attainment/progress of those students entitled to pupil premium</i>	1. Outcomes for attainment in will be comparable to non-pupil premium peers
<i>Improving basic skills to counteract the very low levels of attainment on entry for disadvantaged children</i>	1. Outcomes for attainment in will be comparable to non-pupil premium peers
<i>PP children will be offered wider family support if needed, raising aspirations and developing parenting skills</i>	1. School will open up an Early Help for families who need support but that don't meet threshold. 2. School will continue to identify and signpost support for identified families
<i>PP children will access all areas of the curriculum</i>	1. PP will access all trips 2. PP children will have access to school uniform
<i>Improving and maintaining attendance</i>	1. Children who are eligible for PP attend school in-line with other children
<i>Widening experiences and extending opportunities</i>	1. Children have many opportunities throughout their education to widen their life experiences. 2. We aim for all children to undertake at least 6 visits/experiences during school time per year. 3. Children's language is enriched by their experiences.
<i>To raise the self-esteem and aspirations of students entitled to pupil premium through pastoral support and extracurricular activities</i>	1. Access to SERIS support 2. Kidsafe to be provide to all children

## 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: £750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>National college</i>	<i>All staff and governors having access to online CPD would enable them to develop skills as the need arises and at a time suitable for them</i>	<i>1, 2,</i>
<i>County Advisors - curriculum develop</i>	<i>Curriculum development programme, DFE course Early Child Development</i>	<i>1, 2,</i>

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

Budgeted cost: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Children to develop language and oral skills· Helicopter stories</i></p>	<p><i>Pupil data demonstrates very low baseline data within key skills including communication and language· Interventions provided include, social skills group and Helicopter stories programme·</i></p> <p><i>Studies of oral language interventions consistently show positive impact on learning· On average, pupils who participate in oral language interventions make approximately six months additional progress over the course of a year, <a href="#">EEF toolkit</a>·</i></p>	<p>1, 2,</p>
<p><i>Children to develop sensory processing</i></p>	<p><i>The BUSS model explores the potential for rebuilding the gaps in these systems left by early adversity, using games and activities within relationships that offer the child a loving, attuned base to grow from· This in turn gives a stable platform for the development of emotional regulation, relationships and learning·</i></p> <p><a href="#">BUSS model - Evaluation</a></p>	<p>1, 4,</p>
<p><i>Additional TAs to lower ratios</i></p>	<p><i>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group· This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area· Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills· The EEF shows phonic intervention can support an additional 6 months progress EEF - <a href="#">Improving literacy in KSI</a></i></p>	<p>1, 2, 3, 6,</p>

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

Budgeted cost: £3605

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Greater parental involvement and better understanding of children's learning in order to provide encouragement and support</i></p>	<p><i>We define parental engagement as the successful involvement of parents in supporting their children's social, emotional welfare as well as their academic learning. It includes:</i></p> <p><i>General approaches which encourage parents to support their children with for example reading or homework.</i></p> <p><i>The involvement of parents within their children's learning activities</i></p> <p><i>Preparing children for the school day, improving attendance, punctuality, having breakfast and resources necessary.</i></p>	<p>1, 2, 3, 4, 5, 6, 7,</p>
<p><i>Whole staff training with a Nationally recognised, accredited Positive Behaviour Support, Legal Briefings &amp; Safer Physical Intervention</i></p>	<p><i>Behaviour interventions have an impact through increasing the time that pupils have for learning. <a href="#">Behaviour interventions - EEF</a></i></p>	<p>1, 3, 4, 5, 6,</p>
<p><i>Inclusion officer to support vulnerable families</i></p>	<p><i>We define parental engagement as the successful involvement of parents in supporting their children's social, emotional welfare as well as their academic learning. It includes:</i></p> <p><i>Early intervention to support families in need - 'sign posting' to other agencies e.g. foodbank, charities for furniture etc</i></p> <p><i>Supporting Early Help cases and additional safeguarding cases</i></p> <p><i>Supporting families in a range of situations, particularly transitions to infant schools or a change in setting</i></p>	<p>1, 2, 3, 4, 5, 6</p>
<p><i>Enrichment &amp; Visit programme to broaden children's life experiences</i></p>	<p><i>Children lack experience of the wider world, limiting the richness and diversity within their vocabulary and language. By giving children the opportunity to experience a range of enrichment opportunities including trips,/visits/visitors into school, not only aids in broadening their knowledge and understanding regarding the world in which they live and the connections within it, but deepens and enriches their language and vocabulary.</i></p>	<p>1, 2, 3, 4, 5, 6, 7,</p>

**Total budgeted cost: £ 7885**

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

### Outcomes for disadvantaged pupils

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### Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
<i>Squiggle whilst you wiggle</i>	Shonette Bason
<i>Smart Start</i>	Sharon Drew
<i>Kidsafe</i>	Kidsafe UK
<i>Master the Curriculum</i>	White Rose Education
<i>Funky fingers</i>	Funky Fingers LTD
<i>Helicopter stories</i>	Make Believe Arts