

# Pupil premium strategy statement – Alumwell Nursery School

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school’s use of pupil premium (and recovery 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	117 on roll Eligible for PP- 46
Proportion (%) of pupil premium eligible pupils	39.3% Autumn term
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-26
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Headteacher
Pupil premium lead	Ian Morris
Governor / Trustee lead	Gill Rowley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 6,568.80 Autumn term £ Spring term £ Summer term
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all children, irrespective of their background or the challenges they face, make good progress and are on track in all areas of the Early Years Foundation Stage. The focus of our early years' pupil premium strategy is to support disadvantaged pupils to achieve that goal and close any gaps in their knowledge or skills. We are committed to ensuring that all pupils, including vulnerable pupils, receive their right to a relevant, inspirational and well-balanced curriculum. Our aim is also to provide all of our children with the best possible outcomes; to inspire a life-long love of learning and to develop them as independent thinkers. We endeavour to raise aspirations and expectations for all children, including those entitled to EYPP, by working in close partnership with parents and carers, outside agencies.

We will consider the challenges faced by vulnerable pupils. High-quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach will be responsive to each child's unique needs. Forest School has proved over many years to be an initiative that targets many of the challenges our children face and helps them develop the attitudes, knowledge and skills they need to succeed. We will base this and the other initiatives in a nursery curriculum and environment which is language-rich, nurturing and focuses first on the prime areas of learning. This will ensure that all children can fully assess all seven areas of learning at nursery and be ready and able to thrive in their reception class when they leave us.

## 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 delay-those children who have been identified as at risk of language delay due to significant gaps between them and their peers. For some of these children, having English as an additional language is presenting as a temporary barrier
2	There is a group of children working just below ARE in the Prime Areas and are at risk of delay in the Specific Areas of Literacy and Mathematics. Specifically, in being able to use mathematical language, recall stories and ask

	questions about them as well as early phonics skills such as rhyming and alliteration
3	10 of the 45 children have special educational needs. These developmental difficulties with communication, behaviour and physical needs present as barriers to their learning in line with their peers.
4	There is a group of pupil premium children who are working just below and well below ARE in their Physical Development, specifically moving and handling, and this is impacting on their fine motor skills such as low upper body strength, cutting skills and pencil grip.
5	There is a group of children working at ARE or better in the Prime Areas. The focus for them is on developing their mathematical skills; with a particular focus on number recognition, counting, comparison and cardinality.
6	Parental engagement, in terms of attendance and knowledge/skills of how to support their child's speech development, SEN needs, mathematical language development, literacy skills and questioning skills.

## 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
<p>Assessment data shows accelerated progress towards attaining age expected levels for communication and language and reduction in risk of delay</p> <p>Improved language skills and vocabulary</p>	<p>To be working at ARE for those working just below ARE. To be working just below ARE for those working well below ARE expectations.</p> <p>Children to have the gap closed in their wellcomm score by at least one band by the time they leave nursery</p>
<p>At ARE pupils are able to demonstrate their understanding of mathematical language and understanding of more difficult concepts.</p> <p>At ARE pupils are able to demonstrate at least age related expected literacy skills.</p> <p>Progress can be measured using EYFS Development Matters assessment profile scores when compared to baseline assessments. These achievements are above the majority of non-eligible EYPP pupils and demonstrate accelerated learning from low baseline scores.</p>	<p>To be at ARE in Literacy and Maths if working just below ARE in those areas.</p>
<p>To be able to socially interact with their peers and initiate communication. To be able to hold a simple turn taking conversation about</p>	<p>Small steps progress within the EYFS AND Wellcomm assessments.</p>

a motivating topic. To be able to overcome their barriers to learning by accessing a sensory based curriculum.	
To build up upper body strength to develop greater control using mark making tools and scissors. To engage more independently in mark making activities through child-initiated learning and to begin to copy some letters from their name.	To be working at ARE for those working just below ARE. To be working just below for those working well below ARE.
For children at ARE in PSED and Communication and Language; to develop mathematical skills; with a particular focus on number recognition, counting, comparison and cardinality.	To recognise numerals 1-10, link numerals with amounts to at least 5, count out up to 10 objects from a larger group, compare two groups of up to 5 objects saying when there are the same number of objects in each group. To be working at least at ARE.
Parents are able to support their child's language development through engaging with Wellcomm activities. Impact measured from observations of parent interaction throughout the associated workshops, parental feedback and parental attendance at sharing sessions. Parents to be able to support their child's early phonics through engagement with home learning tasks and using phonics resources at home to support this.	High levels of parent participation in the project, positive comments on evaluations, resulting in accelerated progress made by their children. Evidence of participation in the workshops through photographs.

## 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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Number Sense project (teachers attend-free)	Number Sense is a research-based approach to learning with a specific focus on the fundamental key concepts of mathematical learning and development	2,5

Maths Curriculum CPD (First 4 Maths) for all staff £750	The new maths curriculum has equipped all staff with the knowledge of how to implement new strategies and techniques to ensure children's knowledge of core mathematical concepts becomes embedded through both focused and play activities.	2,5
Parent Support Advisor to lead on parent workshops	Research evidence demonstrates that learning is sustainable when parent's knowledge and skills are supported.	6
Targeted interventions related to Wellcomm, Black Sheep language programme, Early Talk Boost, and Physical Development	Wellcomm is an evidence based language intervention tool. Increase teachers knowledge of language development and support strategies.	1,2,4

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

Budgeted cost: £355 for 28 hours

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to develop Wellcomm as a planning tool for targeted intervention	Wellcomm is an evidence-based language intervention tool that increases teachers' knowledge of language development and support strategies. It is a sustained investment.	1,2
To be able to understand and use language at age expected levels-Early Talk Boost intervention groups, Forest School enrichments and regular allotment visits	ICAN developed Talk Boost programme, evidence based impact shown on small group target intervention for EYPP children.	1,2

To demonstrate their understanding of mathematical language and understanding of more difficult concepts by participating in Number Sense project and embedding the new Maths curriculum	.A research-based approach to learning with a specific focus on the core concepts of mathematical learning and understanding	2,5
Early Language and Reading workshops, School Readiness workshop and 1000 Stories initiative	Research evidence demonstrates that learning is sustainable when parent's knowledge and skills are supported.	6

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

Budgeted cost: £1,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Allotment/Gardening project  Animal Man visit Chinese New Year dance workshop (scheduled for Spring term)	The EYFS states that; "cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education". It gives children other opportunities to be curious, explore, try new things, and experience awe and wonder.	1,2,4

**Total budgeted cost: £1,400 Autumn term**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

% Age related Prime Areas Summer 2024			
	CLD	PD	PSED
All children	64	80	71
Boys	52	60	53
Girls	74	89	86
Attended Wellies	66	70	88
Non-Wellies	75	79	92
2 <sup>nd</sup> Years	88	100	94
1st Years	39	35	39
EAL	65	76	76
Non EAL	100	80	70
<b>EYPP</b>	<b>67</b>	<b>70</b>	<b>48</b>

### 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



## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

**The impact of that spending on service pupil premium eligible pupils**

## Further information (optional)

EYPP Action Plan 2023-24			
Action	Timeframe	Staff	Success Criteria
To identify all pupils eligible for EYPP funding	October 2024 and when new pupils arrive throughout the year	IM SSW	All parents are fully supported to complete the forms  All forms are submitted to the LA for approval, all pupils entitled to EYPP are identified and funding agreed
Ensure all EYPP pupils are grouped for identification for attendance monitoring and assessment analysis	Ongoing	IM SK FI All keyworkers	All staff are aware of who the EYPP children are and they remain high priority for staff discussions and planning
To monitor attendance of all EYPP pupils	Half termly	IM JB	Attendance is a true reflection and where attendance is an issue this is consistently addressed with parents/carers
To identify areas for accelerating progress across all vulnerable groups and plan appropriate intervention support for all EYPP pupils	Ongoing	IM Keyworkers	Progress of all EYPP pupils is at least in line with the cohort
Specific interventions/ support work	Ongoing	SK FI IM	Targeted support in place to support the individual pupils needs
Termly pupil progress meetings	Termly	IM Keyworkers	Staff are confident to talk about individual pupils needs and identify interventions or support where needed
Weekly planning meetings include focus on EYPP pupils	Weekly	IM Keyworkers	

Ongoing observations of all EYPP pupils	Ongoing	All staff	A range of evidence is available to support staff professional judgements
Monitor progress and intervention impact	As part of assessment cycle	IM	The support and interventions that have been implemented have made a difference to pupil attainment and progress is clearly evident