

# Pupil premium strategy statement – The Limes and Rosemary Nursery Schools 2022-2023

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This statement details The Limes and Rosemary Nursery school's use of Early Years 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 reports on the outcomes for disadvantaged pupils last academic year.

## School overview The Limes Nursery School

Detail	Data
Number of pupils in school	108
Proportion (%) of pupil premium eligible pupils	20% (20 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Headteacher
Pupil premium lead	Rachel Barnwell
Governor lead	E ED

## Funding overview The Limes Nursery School

Detail	Amount
Pupil premium funding allocation this academic year	£4,800 budgeted
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£4,800</b>

## School overview Rosemary Nursery School

Detail	Data
Number of pupils in school	88
Proportion (%) of pupil premium eligible pupils	20% (18 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Headteacher
Pupil premium lead	Rachel Barnwell
Governor lead	

## Funding overview Rosemary Nursery School

Detail	Amount
Pupil premium funding allocation this academic year	£7,866 budgeted
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£7,866</b>

# Part A: Pupil premium strategy plan

## Statement of intent

We recognise that those who are at the greatest disadvantage, benefit the most from high quality nursery education.

We aim to make all curriculum decisions with this in mind. By offering inclusive experiences that are flexible enough to adapt to the differing needs of children we engage positively with the uniqueness of the children who access the nursery schools. We have high expectations of all children.

Children's individual needs and areas for development are identified and supported to ensure they make good progress and achieve the best possible outcomes. Their unique learning journeys are documented and individual's future learning priorities agreed in partnership with parents.

Teachers initially focus on the prime areas of learning – personal social and emotional development, communication and language and physical development to ensure the foundations for later academic success are secure.

Based on educational research we have chosen to use a tiered model and menu of approaches to support children that receive early years pupil premium (EYPP). This means that we will consider:

1. High Quality Teaching
  - Developing high quality teaching, assessment and a curriculum which responds to the needs of our schools' communities.
  - Professional development on evidence-based approaches for example meta cognition
  - Mentoring and coaching
  - Recruitment and retention of teaching staff
  - Technology and other resources focussed on high quality teaching and learning.
2. Targeted Academic Support
  - Interventions to support language – I can Talk Boost, Bell foundation
  - Activity and resources to meet specific needs of disadvantaged pupils with SEND
  - Teaching assistant deployment and interventions
  - One to one and small group experiences
3. Wider Strategies
  - Supporting pupils' social, emotional and behavioural needs
  - Supporting attendance
  - Extracurricular activities including sports, outdoor activities, arts, culture and trips
  - Meal provision
  - Communicating with and supporting parents.

## Challenges

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

Challenge number	Detail of challenge
1	We have identified the impact that interseconality can have on outcomes for children, there are often multiple characteristics that affect children's achievement. When looking at how best to support children in receipt of EYPP. A number of children have more than one characteristic of potential disadvantage. This has needs to be taken in to consideration when planning and implementing support.
2	Staff knowledge and expertise in delivering a tiered model/Menu of strategies is not consistent across the schools. Staff training/cpd opportunities are required to develop the skills and knowledge in the staff teams.
3	Ensuring Communication and Language attainment for children in receipt of EYPP area is in line with developmental expectations has been identified below
4.	Developing parental partnership particularly post covid - re-engagement in the schools and the impact of covid on families is significant

## 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
Children will receive a high-quality educational experience that is tailored to their needs to ensure they make good progress during their time at school.	Children will make progress in their learning this will be seen in their tapestry learning journals.
Children's attainment in communication and language will improve.	Children will be working within expected developmental ranges.
There will be strong links between home and school. Particularly focused on children's learning.	Evidence of parental participation in learning will be visible. Parents will feel supported and be engaged in the curriculum

## 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: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access for all staff to CPD via a place to learn	EEF – ongoing CPD is key to professional development, well being and quality.	1 and 2
Access to a coaching model of CPD informed by EYPP strategy, equalities policy and SIP	EEF – coaching model regarded as a powerful tool in CPD	1 and 2

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

Budgeted cost: £2800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the use of I can Talk Boost. As an intervention	Based on research and evidence of effectiveness -	3
Hanen Learning language and loving it	Based on research and evidence of effectiveness	3

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

Budgeted cost: £2800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental engagement through curriculum experiences	EPPE	4

**Total budgeted cost: £12600**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*This is a new plan developed for use across the federated nursery schools, individual children's progress will be monitored across the year and end of year outcomes for children in receipt of EYPP will be measured against their on-entry assessment.*