



Weston Way Nursery

Pupil premium strategy statement 2021-2022

This statement details our nursery school's use of early years pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our early years 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 nursery.

School overview

Detail	Data
School name	Weston Way Nursery
Number of pupils in school	69
Proportion (%) of pupil premium eligible pupils	13 pupils (19%)
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Kelly Nichol Headteacher
Pupil premium lead	Abbi Whitehead Inclusion Lead / Class Teacher
Governor lead	Laura Dorrill Inclusion Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100 per term, per child
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£3700 (Note: 1 child only expected to receive one term of EYPP)

Part A: Pupil premium strategy plan

A1. Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers where this needs arises. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

A2. 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 discussions with pupils indicate underdeveloped speech and language skills and vocabulary gaps among many disadvantaged pupils. These are evident within our Nursery Year group, and are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with PSE than their peers. This negatively impacts their development socially and emotionally.
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in Literacy, Communication and Language
4	Wellbeing, confidence and behaviour have been impacted from lack of routine due to school closures during lockdown. Routines and boundaries challenged.
5	Attendance for identified children

A3. 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 speech and language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved speech and language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in small group time, continuous provision and ongoing formative assessment. WellComm assessments and Big Book of ideas.
Improved social skills and emotional regulation in disadvantaged pupils.	Strong relationships with key persons and other co-players. Children are confident to join in with nursery routines. Children can self-regulate through zones of regulation approach.
Improved Literacy attainment for disadvantaged pupils at the end of Nursery year.	<p>Communication, Language and Literacy assessments show outcomes in 2022 indicate a closing of the gap of disadvantaged pupils meeting the expected standard.</p> <p>Baseline October 2021:</p> <p>CL: 75% (EYPP) 77.8% (Inverse Group)</p> <p>LR: 75% (EYPP) 83.3% (Inverse Group)</p> <p>LW: 66.7% (EYPP) 66.7% (Inverse Group)</p>
To achieve and sustain improved wellbeing and behaviour for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2022 demonstrated by:</p> <ul style="list-style-type: none"> • Teacher observations (Leuven Scale) • Following expectations and routines. • Significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2022 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils reducing and the attendance gap between disadvantaged pupils and their non-disadvantaged peers closing the gap

A4. 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.

A4.1 Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teacher lead on speech and language interventions (WellComm)</p> <p>£3,500 (Inclusion Lead)</p>	<p>Research indicates positive outcomes for the use of WellComm on children's speech and language development.</p> <p>https://www.gl-assessment.co.uk/case-studies/sandwell-keeps-talking-with-help-from-wellcomm-early-years/</p> <p>https://www.gl-assessment.co.uk/case-studies/supporting-the-success-of-early-talk-for-york/</p> <p>https://www.gl-assessment.co.uk/case-studies/wellcomm-helping-under-5s-talk-to-learn-at-south-staffordshire-children-s-centres/</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/931313/BSSLC_Case-studies.pdf</p>	<p>1, 3</p>
<p>Investment in staff CPD</p> <p>£3,000 (Staff CPD)</p>	<p>Investment in staff continuing professional development impacts on children's learning overall.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1, 2, 3, 4</p>
<p>Assessment procedures including All About Me, Wows and Child Check In information, support each unique child in their learning and development</p> <p>(Key persons clear on provision for EYPP children and what they need in order to make good or better progress)</p>	<p>AfL is an approach to teaching and learning that requires time and practise.</p> <p>http://earlyyearsclassroom.com/a4l-article.php</p>	<p>1, 2</p>
<p>Embedding PSE ideas into curriculum</p>	<p>Staff understanding of PSE and how this impacts disadvantaged and SEND children impacts their learning potential.</p> <p>https://www.pengreen.org/wp-content/uploads/2018/05/A-Celebratory-Approach-to-SEND-Assessment-in-Early-Years-1.pdf</p>	<p>2, 3</p>
<p>Extended hours in nursery setting.</p> <p>£2000 (Extended Hours)</p>	<p>Extended access to quality provision leads to better learning and development in the early years.</p> <p>https://www.suttontrust.com/wp-content/uploads/2021/08/What-do-we-know-about-the-30-hour-entitlement-literature-review.pdf</p>	<p>5</p>
<p>Programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 4</p>

Focused Phase 1 phonics sessions each week for all children	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics Toolkit Strand Education Endowment Foundation EEF	2
Train a Mental Health Lead - further develop our wellbeing and mindfulness activities with the children following their differing coronavirus experiences	Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges which have taken this approach often report improved attendance, attention, behaviour and attainment. https://www.place2be.org.uk/about-us/news-and-blogs/2018/october/what-is-a-designated-mental-health-lead/ https://www.gov.uk/guidance/senior-mental-health-lead-training	3, 5

A4.2 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
Teacher lead on speech and language interventions (WellComm)	Research indicates positive outcomes for the use of WellComm on children's speech and language development. https://www.gl-assessment.co.uk/case-studies/sandwell-keeps-talking-with-help-from-wellcomm-early-years/ https://www.gl-assessment.co.uk/case-studies/supporting-the-success-of-early-talk-for-york/ https://www.gl-assessment.co.uk/case-studies/wellcomm-helping-under-5s-talk-to-learn-at-south-staffordshire-children-s-centres/ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/931313/BSSLC_Case-studies.pdf	1, 3
Enrichment Opportunities (After School Clubs)	Evidence is not always clear yet EEF believe there are intrinsic benefits for children. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	2, 3, 4, 5
Food bank voucher and EYPP Household Support Fund	Targeted support for families in need or family essentials. https://www.gov.uk/government/publications/household-support-fund-guidance-for-local-councils/household-support-fund-final-guidance-for-county-councils-and-unitary-authorities-in-england	3
Target family needs through early help (Meeting with each EYPP family) <ul style="list-style-type: none"> - Toileting - Eating - Physical and mental health - Speech and Language - SEND 	The provision of early help can reduce rates of child welfare intervention and improve child and parent outcomes. https://www.ncb.org.uk/supporting-and-strengthening-families-through-early-help-rapid-review-evidence	1,2,3,4,5

A4.3 Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management approaches with the aim of developing our school ethos and supporting children to self-regulate/co-regulate	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) https://www.zonesofregulation.com/research-evidence-base.html	3, 5
Embedding principles of good practice for supporting families with attendance when nursery is non-statutory	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £9,200

Part B: Review of outcomes in the previous academic year

B1 Pupil premium strategy outcomes

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

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were challenged by external factors.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy and was extended to include daily Zoom lessons in June 2021.

Intent	Impact
To broaden the cultural capital and create opportunities for our EYPP children	Support continued in school for 4 PP children through accessing key person provision within school during lockdown. The opportunity to experience extra-curricular activities at different points throughout the year was more challenging due to coronavirus. Funding was provided for families when required to ensure EYPP children had access to clubs, sports etc. (For example: 7 children accessed funding to attend after school clubs and all 19 children received funding to attend a science workshop) Parent Quote Annual Questionnaire 2021: "My daughter loved doing science club." Due to Coronavirus, all trips were cancelled.
All EYPP children's individual needs are met	Teachers monitored the progress of all EYPP children at the mid-way and end points. Progress of individual children was discussed at EYPP meetings and provision tailored to meet their individual needs including PSHE and wellbeing. Parent Quote Annual Questionnaire 2021: "He has developed hugely with his speech, understanding and character." All Assess, Plan, Do, Review documents updated and reviewed, as well as all external agency advice welcomed and followed. 1:1 provided for one EYPP child. All SEN actions followed up in the Summer term.
EYPP families are well supported through appropriate channels	All safeguarding issues were followed up and the nursery supported appropriately. Parent Quote Annual Questionnaire 2021: "Great child/parent and teacher relationships." All external agency guidance followed and families benefited from their expertise, e.g. counselling offered to one child. Well-being training completed and met with local agency links e.g. family support worker, DSPL Manager, Safeguarding CPSLO. All staff level 1 safeguarding training completed July 2021.

B2. Further information

Intent, implementation, and impact

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also referred to external advisor reports and evidence based research.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils:

<https://cpag.org.uk/policy-and-campaigns/report/poverty-pandemic-impact-coronavirus-low-income-families-and-children>

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our current intake and will adjust our plan over time to secure better outcomes for pupils.