

Pupil premium strategy statement – Castle Vale Nursery School

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	154
Proportion (%) of pupil premium eligible pupils	35% of 3-4 year olds (minus the amount of 2 year olds)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23, 2023-24, 2024-25
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Sally Leese
Pupil premium lead	Christina Meakin
Governor / Trustee lead	Kate Bateman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,594 (indicative)
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>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <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>	£18,594

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to improve education outcomes for all children, irrespective of their background or the challenges they face, so that they are on track in all areas of the Early Years Foundation Stage and are well prepared for their next stage of education. 35% of our children receive early years' pupil premium funding, but we have an additional 10% of disadvantaged two-year olds who could receive funding the term after their third birthday. This means that potentially 45% of our children are disadvantaged. Therefore, the focus of our pupil premium strategy is to support all disadvantaged children to achieve the goal of being on track in all areas of the Early Years Foundation Stage and close any gaps in their knowledge or skills.

We will consider the challenges faced by vulnerable children, such as those who have a social worker, are receiving Early Help and children with special educational needs. 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 children 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 children in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged children's' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to each child's individual needs, informed by 'All About Me' conversations with parents, stay 'n' play sessions and home visits before children start Nursery, and ongoing observations and assessments. We want our children to be the best they can possibly and partnerships with parents, carers, guardians and the wider family is key and has a significant impact on children's learning and development. We want our children to be independent, curious, active learners with empathy and an understanding of others feelings, beliefs and culture. Persistence is key to helping all children learn and achieve better in all areas of learning so developing these skills underpins much of what we do. We have thought carefully about sequencing and progression to build on learning and skills over time. This includes a focus on communication and language, early reading, personal, social and emotional development and physical development as these underpin all learning.

Forest School is an important part of our curriculum and 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 in the future.

Challenges

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

Challenge number	Detail of challenge
1	Baseline assessments, observations of children and discussions with parents show that disadvantaged children, particularly disadvantaged boys, will need significantly more support to be on track in all areas of learning. Disadvantaged children will need the most support in the specific areas of learning: Reading, Writing, Mathematics, Understanding the World and Expressive Arts and Design compared with their peers.
2	Wellcomm baseline assessments, observations of children and discussions with parents show that disadvantaged children need significantly more support with their listening and attention, receptive language and expressive language skills. Significantly more children are working 3 or more sections below. There is a big difference in language and vocabulary acquisition between children from language rich homes and others.
3	Our disadvantaged children have higher levels of parents with mental health issues, which can negatively impact their own wellbeing and self-confidence.
4	Our disadvantaged 2 year olds are not entitled to additional funding until the term after their third birthday. They face the same challenges as our funded disadvantaged 3 and 4 year olds.
5	Conversations with parents and the children have shown that our disadvantaged children have less access to enrichment activities, books and educational toys outside of school.
6	Our disadvantaged children often come to nursery hungry and not able to concentrate on their learning

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 attainment	The gap is reduced between disadvantaged children and non-disadvantaged children so that children are on track and ready for their next stage of education. The next stage may be another year with us or ready for their Reception.
Improved language skills and vocabulary	Children to have the gap closed in their WellComm score by the time they leave the school to go to Reception.
Early identification of speech and language and additional needs	Children who are working 3 or more sections below to have progress closely

	monitored, access more interventions and referred through the necessary pathways.
Enrichment experiences at nursery expand their vocabulary and knowledge	Children use new vocabulary learnt through experiences in their everyday play and conversation. Children link experiences to activities completed in class
Children are well-fed and ready to learn and make healthy choices with food	All children have access to healthy food choices every day. No child says they are hungry at nursery or cannot concentrate due to feeling hungry. The children develop healthy eating habits, which will stay with them for life.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed	
<p>Consistent use of Wellcomm across the school to support children's receptive language and expressive language by:</p> <ul style="list-style-type: none"> - An initial screening within 2 weeks to identify children's language needs - 	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3,4 1,2,3,4</p>	
<p>For children with little or no verbal language, consistent use of SOGS across the school.</p>			<p>Attention Autism – consistent use in the approach in the first term to build attention and foster early communication skills. Children with autism, or associated</p>
<p>Attention Autism – consistent use in the approach in the first term to build attention and foster early communication skills. Children with autism, or associated</p>	<p>The programme was devised and developed by Gina Davies, a speech and language therapist who leads the 'Gina Davies Autism Centre' which is a nationally recognised provider of advice and training.</p>	<p>1,2,3,4,</p>	

communication difficulties, to consistently use the approach throughout the year, moving through the incremental stages.		
½ day Forest School sessions every week to widen experiences, develop confidence, self-help, independence and language skills, and raise wellbeing.	There is strong evidence that shows that children’s academic attainment, social development, language and communication and emotional well-being is increased as a result of Forest School https://www.tandfonline.com/doi/full/10.1080/03004430.2018.1446430 https://www.forestschoolltraining.co.uk/forest-school/research/	1,2,3,4,5
Cost of wider experience activities subsidised e.g. Living Eggs, Animal Man, Broomey Croft Farm	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1,2,3,4,5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Adult led 1 to 1 / small group sessions	Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
A healthy breakfast is provided to ensure children	The pilots for the universal free school infants meals by the DfE found that children eating healthy meals at school had improved performance in the classroom. Improvements in attainment were strongest amongst pupils from less affluent families and amongst those with	6

<p>are fed and ready to learn.</p>	<p>lower prior attainment. They also found social and behavioural benefits from children who sat down to eat with friends and teachers</p> <p>https://www.parliament.uk/globalassets/documents/committees/Education/evidence-check-forum/Universal-infant-free-school-meals.pdf</p>	
<p>Fruit / vegetable sticks provided for snack mid-morning and mid-afternoon</p>	<p>Research confirms that healthy eating habits in the years before school are very important because they influence growth, development and academic achievement in later life</p> <p>Over a fifth of children are either overweight or obese by the time they join reception class in primary school. Obesity rates in primary school children dropped in 2021/22 after reaching highest recorded levels the previous academic year, new provisional figures from NHS Digital show. Statistics published today show obesity prevalence among four and five-year-olds in reception classes decreased from 14.4% in 2020/21 to 10.4% in 2021/22.</p>	<p>6</p>
<p>All children access our Startwell curriculum. The Startwell programme focuses on increasing engagement in physical activity and promoting the importance of a healthy diet; it does this by the use of the 8 key Startwell characters.</p>	<p>Startwell is an NHS programme led by national guidelines and local statistics. This means the recommendations made by the Startwell team are based on the latest research and evidence.</p> <p>The Startwell characters are used as a vehicle to promote these 8 health messages and there is a great deal of evidence to support the use of characters in bringing about positive health behaviour changes in early years children. Research has found that children are more likely to trust health messages presented to them by characters in comparison to adults/ practitioners and are more likely to try a new food when presented by a character (Danovitch et al., 2019 and Vaz et al., 2018), showing the power that the Startwell characters can have when presented to children in our early years settings alongside their health messages.</p>	<p>6</p>
<p>Early Words Together parent workshops</p>	<p>There is strong evidence that suggests that in the early years, programmes that encourage parents to engage with their children's learning have a positive impact on their attainment, especially in literacy and with children with low prior attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>There have been two external evaluations of a two-year pilot funded by the Department for Education (DfE) to run in 13 local authorities across England between April 2013 and March 2015. The evaluations found positive impacts on local authority stakeholders, children's enjoyment of literacy behaviours and home learning environments. Coventry University's Centre for Research in Psychology,</p>	<p>1,2,3,4,5,6</p>

	Behaviour and Achievement examined the impact of the programme on children, families and the home learning environment. Findings showed that Early Words Together significantly improved children’s understanding of spoken language, increased their enjoyment of literacy behaviours and enhanced their home learning environments.	
Reading workshops with parents – parents taking home books with dialogic book tags. Going home books – dialogic book tags	<p>Research shows that children benefit from daily sharing of high-quality stories and poems from a young age: they learn language faster, enter school with a larger vocabulary and become more successful readers (Mol et al., 2008).</p> <p>Research suggests that the most effective reading styles are:</p> <ul style="list-style-type: none"> • dialogic – where the children are active participants in the reading (rather than just reading to the children); talking about and around the book, rather than just focusing on the text • pause reading – where the practitioner pauses and encourages the children to talk (Colmar, 2014) • use of props or objects – particularly effective for children with low levels of language (Wasik and Bond, 2001) • use of elaborative reminiscing – where the practitioner and children relate events in the story to events in the children’s life (Reece et al., 2010). <p>Researchers in the United States who had looked at the impact of parents reading with their children quoted the following figures in a news release about their findings: “Here’s how many words kids would have heard by the time they were 5 years old: Never read to, 4,662 words; 1–2 times per week, 63,570 words; 3–5 times per week, 169,520 words; daily, 296,660 words; and five books a day, 1,483,300 words.” Science Daily (2019). https://www.sciencedaily.com/releases/2019/04/190404074947.htm</p>	1,2,3,4,5,6
Learning packs to go home filled with resources Tapestry – supporting parents in supporting children’s learning	<p>Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1,2,3,4,5,6

Total budgeted cost: £18,594

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The new Early Years Foundation Stage came into effect from September 2021 so the way we assess children has changed. There are still seven areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The assessments remain split into two groups:

Prime Areas – the three areas particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

Specific areas – through which the prime areas are strengthened and applied.

Ofsted state they will particularly consider the intent, implementation and impact of the school’s early years curriculum. They will evaluate the impact that the quality of education has on children, particularly the most disadvantaged and those with SEND, and the progress all children make in their learning and development relative to their starting points and their readiness for the next stage of their education.

Our curriculum reflects the progression in children’s starting points and their readiness for the next stage of their education:

- N0 (children who are with us for more than 2 years)
- N1 (children who are with us for 2 years)
- N2 (children who will start reception)

For children to enter on track, they need to be on track for their stage of education if they’re an N0, N1 or N2 child. Many of our children come into Nursery way below their stage of education so we aim to narrow the gap as much as possible.

In Summer 2022, we had 91 (58%) disadvantaged children (SEND, Early Years Pupil Premium, Child in Care, Child Protection plans and Child in Need plans). Summer 2021/2022 assessment data showed that Early Years Pupil Premium (EYPP) girls are achieving significantly better than Early Years Pupil Premium Boys (EYPP). Overall, the large majority of EYPP girls are on track for their stage of education compared with the minority of EYPP Boys. The greatest differences are in Personal Social and Emotional Development, Communication and Language, Physical Development, Reading and Writing. EYPP Boys will need support or significant support to be on track

for their stage of education. At baseline, the minority of EYPP boys were on track in the prime areas: Personal, Social and Emotional Development, Communication and Language, Physical Development. Few EYPP boys were on track in the specific areas: Reading, Writing, Mathematics, Understanding the World and Expressive Arts and Design.

Non Disadvantaged Children achieved significantly better than Disadvantaged children, particularly in the prime areas: Personal Social and Emotional Development, Communication and Language and Physical Development.

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
Forest School	Community Environmental Trust