

Pupil premium strategy statement – Blagdon 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. By utilising the EY pupil premium funding, we hope that the children will make good progress during their time at Blagdon, particularly improving their development in speaking and listening and social skills.

As a nursery school we are unsure of the numbers of children eligible for Early Years Pupil Premium (EYPP) each year and are therefore unable to make any firm financial commitments. We continually re-view our strategy throughout the year as new children join us each term (and are identified as eligible for Pupil Premium funding).

Our pupil premium children often have limited experiences in their home life e.g. looking after a pet, baking, gardening, visits to external places, etc. Money will be used to provide resources to enable children to experience these activities e.g. plants, soil, baking ingredients, pet food etc. We will also use outside providers to enhance our curriculum and provide children with more awe and wonder opportunities e.g. trips to the park, experience the life cycle of butterflies, visiting farms and opportunities for sport, etc.

Money will be spent to facilitate the learning opportunities and experiences outlined in the REYS charter to provide breadth of curriculum. Engagement in the breadth of curriculum on offer is high. Children enjoy and talk about their experiences, which is evidenced on our online learning journal Tapestry. There is also evidence that families continue this learning and experiences at home as they are encouraged by what they see happening at nursery, particularly as we invite families with us when we have trips out of nursery.

We measure the progress of children's language against children's Learning Intentions and next steps for learning and we ensure they are on track to meet the end points in Communication and Language. We pay staff to attend the weekly staff meeting where we offer a variety of CPD sessions to ensure that they have the skills to support all children within the nursery.

A small group of families receive external support from our family worker to deal with situations that can impact upon attendance, learning, behaviour and children's welfare. Children may be living in home environments that are impacted by Covid and the current cost-of-living crisis. Children may have been living in an environment with emotional stress and trauma; in order to help support this we fund additional sessions and staff member time to attend relevant meetings and appointments to support parents and model positive parenting strategies.

There is a coordinated approach to supporting children and families, through attending relevant meetings, offering parenting workshops and supporting families as needed. We support parents and their children to access all areas of learning – research (EPPSE) suggests the importance of the home learning environment is the most significant indicator of a child's successful outcomes throughout their school life. We use Tapestry to engage parents by suggesting a home learning extension/embedding activity for each observation. We provide information on the weekly topic and suggestions of ways parents/carers can support their children's learning at home. We record stories and songs for key topics on Tapestry to model good practice, upskill parents and increase their confidence when teaching their children. This supports parents/carers to feel empowered to support their child's learning. We engage parents through daily contact and regular focus meetings that are facilitated by children's keyworker; this ensures that parents/carers know how well their child is achieving and how they can best support them. These approaches help to improve long term outcomes for children.

School overview

Detail	Data
Number of pupils in school	131
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/25
Date this statement was published	October 2024
Date on which it will be reviewed	Sept 2025
Statement authorised by	Joanne Budge
Pupil Premium Lead	Charlotte Jennings
Governor / Trustee lead	Sarah Cooper

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Autumn 2023 -
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>) *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.	£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>	

Part A: Pupil premium strategy plan

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. The activities we have outlined in this statement are 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:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- where possible, provide additional staff support in the rooms, especially at the beginning of term to help children settle and to provide additional support to children when separating from their carer. Having extra staff can ensure that the settling in procedure is tailored to the needs of the children as much as possible.
- ensure individual support is given using bespoke specialist EYP to extend and scaffold children's social and emotional skills as well as specific gaps in their learning.
- support children to regulate their emotions and behaviours as well as making choices in their learning.
- use funding to provide resources to enable children to experience a wide range of activities e.g. plants, soil, baking ingredients, pet food etc.
- use outside providers to enhance our curriculum and provide children with more awe and wonder opportunities e.g. Living Eggs, butterflies, Farms 2 Ewe, etc. Use providers such as U Sports, Music Maestros, etc. to widen the children's experiences and facilitate the learning opportunities and experiences outlined in the REYS charter to provide breadth of curriculum.
- partially fund Leighann (Specialist Learning Mentor) to work supporting eligible children's language and upskilling staff via modelling, training and indirect coaching.
- fund additional sessions and staff member time to attend relevant meetings and appointments to support parents and model positive parenting strategies.
- implement Coffee Mornings for families to drop-in; this can evolve as the needs evolve, e.g. we could invite family workers to talk about Trauma or financial advice, etc.
- work in partnership with the Children's Centre to provide families with additional support where needed. Staff to be aware of how we can access support for these families, e.g. ReadFood, Whitley Community Café, Cow Shed, etc.
- use our Family worker to provide a range of universal and targeted support to our families – including workshops on how to support language, potty training, behaviour management etc.
- facilitate trauma Informed Training for staff via online training and during INSET/Staff Meetings.

Challenges

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

Challenge number	Detail of challenge
1	Readiness for Nursery – many children need support to develop active learning and independence skills when starting nursery. This cohort has been impacted further in this area due to the COVID pandemic; many baby/toddler groups did not happen at that time.
2	Poor self-regulation skills amongst children that impede their ability to access the curriculum. Good self-regulation skills are linked to successful learning and problem solving. Research shows improving self-regulation skills within young children can lead to an additional 7 months' progress in the curriculum.
3	Children may have had limited experiences e.g. looking after a pet, baking, gardening, visits to external places, etc. Research from Aspire 2 Charity (July 2018) concluded that limited experiences for the people of Whitley had a direct link to low aspirations and poorer outcomes.
4	Significant numbers of pupils have difficulties with speech and language and this has an impact upon progress across the curriculum.
5	A small group of families receive external support from Early Help, social worker etc. to deal with situations that can impact upon attendance, learning, behaviour and welfare of pupils. This is of particular concern in this academic year due to the Cost-of-Living Crisis.
6	Children living in home environments that have been financially impacted by COVID and the Cost-of-Living Crisis.
7	Children may have been living in an environment with emotional stress and trauma.
8	Supporting parents and their children to access all areas of learning – research (EPPSE) suggests the importance of the home learning environment is the most significant indicator of a child's successful outcomes throughout their school life.

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 settle quickly at nursery and make good progress.	<ul style="list-style-type: none"> • Use the Leuven scale of wellbeing and involvement to measure children's wellbeing. • Observe that children settle quickly into nursery and are ready to learn. • Children move to 'on track' and remain there throughout the year. • Data continues to show the children eligible for EYPP who had moved through the nursery have made considerable progress and the gap between them and the rest of the new cohort will reduce. • Children who have started in the nursery aged 2 are transferring into main nursery with more self-regulation and independence skills. This means they can access the curriculum very quickly.

Children experience a wide range of activities and learning opportunities to broaden their experiences	<ul style="list-style-type: none"> Engagement in the breadth of curriculum on offer is high. Children enjoy and talk about their experiences (evidenced on Tapestry and through our weekly curriculum catch up). Parents/Carers will accompany us on various trips throughout the year, thus widening their own experiences and those of their children. Families will be encouraged to explore a wider range of experiences outside of Nursery. We will encourage families to share these experiences on Tapestry.
EYPP Children develop good communication and Language skills	<ul style="list-style-type: none"> Measure the progress of children's language against children's learning Intentions and next steps for learning and ensure they are on track to meet the end points in Communication and language against baseline data and the rest of the cohort.
Parents receive support they need to provide the best possible home environment	<ul style="list-style-type: none"> More coherent approach to External support. Coordinated approach to attending meetings and supporting children and families. Families feeling that they can approach members of staff when they need support and staff know who to go to signpost them for further support. Parents/carers attend coffee mornings and they are success in supporting the needs of the families. Staff to be aware of the impact of trauma and ACEs on both children and families. Parents/Carers attend Stay and Play sessions and use ideas/resources at home with their children.
Gap Narrowed between EYPP and non EYPP	<ul style="list-style-type: none"> Improved long term outcomes for children, good progress in areas addressed. Children leave nursery 'on track' and ready to start primary school. Children leave nursery on track and ready to start primary school High parental engagement with Tapestry; share good practice to encourage other families. Parents/carers to feel empowered to support their child's learning.

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: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly staff meetings with CPD sessions for staff including; <ul style="list-style-type: none"> Sensory processing and self-regulation Positive Behaviour Management Strategies Children's Mental Health and Well being Focus Stories 	According to the EEF	1 – Readiness for Nursery 2 – Self-regulation skills 3 – limited experiences 4 – speech & language skills 5 – external support 6 – financial impact 7 – trauma 8 – home learning environment

<ul style="list-style-type: none"> • SEND identification/support • Safeguarding/ vulnerable children & families <p>The vast majority of staff are paid to attend the weekly meetings; this means that staff who are working directly with the children feel supported to be able to do so effectively.</p>		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ -

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide additional hours if needed if a child is on a CP/CIN plan, supported by Early Help or identified as vulnerable	<p>According to EEF Research increasing the amount of early years education that a child receives has a positive effect on their learning with an average impact of an additional four months' progress.</p> <p>EEF Extra Hours</p>	1 – Readiness for Nursery 2 – Self-regulation skills 3 – limited experiences 4 – speech & language skills 5 – external support 6 – financial impact 7 – trauma

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

Budgeted cost: Approx. £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide daily snack for children; this consists of toast and fruit, alongside milk provided to us	It is widely acknowledged that hunger has an impact on children's ability to concentrate and access learning; therefore, ensuring that children have a healthy snack during their session will help them to access the curriculum.	2 – Self-regulation skills 7 – trauma
Family worker to support families as needed; this can include; <ul style="list-style-type: none"> • provide support with housing, • attending TAF, CIN, Core group meetings • provide domestic abuse advice, • accompanying families to professional meetings or looking around provision • helping to access family services and signposting to extra support • advice on finance and debt • resettlement support 	<p>Evidence from EEF (Feb23) suggests that parental engagement approaches have, on average, a positive impact of 5 months additional progress.</p> <p>Generally, interventions which target particular families or outcomes show greater progress.</p> <p>Parental engagement in Early Years education is consistently associated with children's subsequent academic success.</p> <p>EEF Parental Engagement</p>	1 – Readiness for Nursery 2 – Self-regulation skills 5 – external support 6 – financial impact 7 – trauma 8 – home learning environment

<ul style="list-style-type: none"> • adult education support • local community engagement • running workshops to support families with advice for topics such as toilet training, behaviour, etc. • making referrals to Children’s single point of access, • making wellbeing calls & carrying out home visits if necessary • checking in on families and being a listening ear. 		
<p>Starting nursery When children first start nursery, we give children staggered start times and provide additional keyworker support for children that struggle to separate from Parent/carer. The settling in process is very tailored to the individual needs of each child. This approach can ensure that children settle well and develop improved self-regulation skills to enable them to access the curriculum fully. Staff are trained to support children in various ways, including the use of visuals and understanding how to support self-regulation.</p>	<p>Evidence from EEF (Feb23) suggests that parental engagement approaches have, on average, a positive impact of 5 months additional progress.</p> <p>Generally, interventions which target particular families or outcomes show greater progress.</p> <p>Parental engagement in Early Years education is consistently associated with children’s subsequent academic success.</p> <p>EEF Parental Engagement</p>	<p>1 – Readiness for Nursery 2 – Self-regulation skills 3 – limited experiences 4 – speech & language skills</p>
<p>To support a smooth transition to Primary School we support families with the application process and signpost them to local schools. We ensure that we keep them informed with open days at local schools as much as possible. If necessary, the Family Worker or Inclusion Manager will support families with school visits or giving advice around how to choose a school that can meet the needs of their children. Ensuring that parents/carers are adequately</p>		<p>5,6,7</p>
<p>Bucket Sessions for small groups of children that focus on developing their listening and attention skills alongside their speech skills. Individual action plans written to identify areas of weakness in aspects of learning</p>	<p>According to the EEF communication and language approaches typically have a very high impact and increase young children’s learning by seven months.</p> <p>EEF Communication and language approaches</p>	<p>1 – Readiness for Nursery 2 – Self-regulation skills 3 – limited experiences 4 – speech & language skills</p>

<p>so that focussed learning opportunities are planned. This support will help to ensure that children make progress against their individual targets. Staff are trained to be able to deliver these sessions and support children in developing their communication and language skills.</p>		
<p>Visits to the local library and the local Community Café. We go in key groups so we can ensure that children get the most from this experience. We invite parents/carers to come with us; this introduces families to the local library and the surplus food that is available at the Community Café. This experience can help to develop communication and social skills. It also brings awareness to what is on offer in the local community to children and their families. The librarian also visits the nursery to deliver story times and activities linked to our Focus Stories.</p>	<p>Research from Aspire2 Charity concluded that limited experiences for the people of Whitley had a direct link to low aspirations and poorer outcomes (Nov18)</p> <p>Aspiration in Whitley report Nov18</p> <p>Evidence from EEF (Feb23) suggests that parental engagement approaches have, on average, a positive impact of 5 months additional progress.</p> <p>Generally, interventions which target particular families or outcomes show greater progress.</p> <p>Parental engagement in Early Years education is consistently associated with children’s subsequent academic success.</p> <p>EEF Parental Engagement</p>	<p>2 – Self-regulation skills 3 – limited experiences 4 – speech & language skills 6 – financial impact 7 – trauma 8 – Home learning environment</p>
<p>Widening the experiences of children who attend Blagdon Nursery. Throughout the year we will offer children a wide range of events, e.g. listening to a musical instrument, stroking an animal, flying a kite, sitting around a bonfire, planting and growing, etc. Our REYS charter seeks to offer children enriched experiences that are often not available to them elsewhere. These experiences help to develop communication and social skills particularly developing descriptive language. They also enable children to be able to understand and access our Focus Stories more confidently.</p>	<p>Research from Aspire2 Charity concluded that limited experiences for the people of Whitley had a direct link to low aspirations and poorer outcomes (Nov18)</p> <p>Aspiration in Whitley report Nov18</p>	<p>3,4,8</p>

<p>Mobile Farm/Ducks hatching /caterpillars The children will have a first-hand exciting experience with farm animals. They will have a better understanding of lifecycles as they will be able to observe the changes as they take place. Children are able to have close contact with farm animals as not all our children have the opportunity to do this outside of Nursery. The emphasis is on touching and feeding the animals to build confidence and awareness. This helps to develop communication and social skills, particularly developing descriptive language.</p> <p>Usports (<i>Summer 25</i>) are an outside agency who provide multi-skilled sports sessions. They attend weekly in the summer term and the staff in the room support the sessions, which helps to upskill them too. These sessions help to develop motor skills alongside communication and social skills. The children will be building positive learning behaviours during the sessions, e.g. resilience, independence etc.</p> <p>Music with Ellie and outside agencies, e.g. Kindermusik (<i>Throughout the year</i>) Through these experiences children will see a range of instruments and how they work, how to care for the instruments etc, listen to and join in with a wide range of music related to seasons and event e.g. black history month, harvest, etc.</p>	<p>According to the EEF, approaches supporting physical development and activity in young children can have a valuable positive effect on their learning of five months additional progress, on average.</p> <p>There is some evidence that programmes that combine physical activity with strategies to promote self-regulation can improve executive function and have a positive impact on learning and that integrating physical development activities in other areas of the Early Years curriculum can be beneficial.</p> <p>EEF Physical Development Approaches</p> <p>According to the EEF, arts participation approaches (such as music) can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>EEF Arts Participation</p>	
<p>Attendance Monitoring Daily calls to monitor reasons for non-attendance for safeguarding</p>	<p>Non-attendance reported more quickly and support given where needed.</p>	<p>1,7,8</p>

Offer of support for parents who struggle to get children in on time or in to Nursery at times.		
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Total budgeted cost: £27,000 (estimated)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

32% of our children had EYPP 2023/24

46% of our children are eligible for EYPP 2024/25 (*Autumn term*)

Areas of Learning	Children on track or higher in July 2024	
	ALL	EYPP
Communication and Language	93.4%	100%
Physical Development	96.7%	100%
Personal, Social & Emotional Development	93.4%	90.9%
Literacy	86.9%	90.9%
Maths	88.5%	90.9%
Understanding the World	90.2%	90.9%
Expressive Arts & Design	90.2%	90.9%

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
N/A	

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***

N/A

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

To ensure cultural capital and extra curriculum enrichment for PP/disadvantaged we have provided Forest School in Woodside as well as trips to our local park or to the river where, for example, the children were able to feed the ducks. Some had an experience of using a public transport and went to town by bus where they visited the library. This had a positive impact on their communication skills; the children were chattier and more confident to speak while outdoors.

The development of Maths skills was particularly evident through a trip to Waitrose, where the children were able to use money to buy ingredients (they wrote their shopping list beforehand) and then participate in a cooking session. This improved children's maths vocabulary, especially in measure. Listening to musical instruments through a visit from a musician, and being able to hold a range of instruments, provided children with a powerful experience; being able to 'have a go' at playing the instruments is particularly memorable, and this helped to improve children's confidence.

Factors occurring at home often have a detrimental impact on the whole family and the child's learning and development. It is our intention to help support and signpost families in a variety of ways to support them to provide the best outcomes for their child. A number of referrals have been made. We have supported parents with paperwork such as completing DLA forms to enable them to receive financial support. For those who struggled financially, we have paid for wraparound care or allowed the children to attend additional sessions, free of charge. Other support included completing school applications, school appeals, signposting for housing advice, and tax credits, PIP, finances etc. To enable parents to help their children at home we have provided a range of educational resources, toys and other creative resources and furniture. We have signposted mental health resources and made regular wellbeing calls, as well as sourcing and providing food parcels. The impact of parental support enables the families to feel empowered by giving them the support, guidance and tools to enable them to be able to do things for themselves.