

# Pupil premium strategy statement –Caversham 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 Caversham, 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 review 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.

Money will be used to provide resources to enable children to experience these activities e.g. plants, soil, baking ingredients, pet food etc. Using outside providers to enhance our curriculum and provide children with more awe and wonder opportunities e.g. trips to the park to feed the ducks, experience the life cycle of butterflies, a trip on a bus, visiting farms, opportunities for sport.

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 (evidenced on Tapestry)

We 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. We pay staff to attend monthly CPD sessions to ensure that they have the skills to support all children at 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 welfare of pupils.

Children are living in home environments that are affected by the cost-of-living crisis. Children may have been living in an environment with emotional stress and trauma. We may use Pupil Premium to fund additional sessions if this is felt to be beneficial to the child. We use funding to enable staff time to attend relevant meetings and appointments to support parents.

Pupil Premium contributes to funding a part time family worker who provides individual and group support in the form of workshops and also modelling positive parenting strategies.

There is a coordinated approach to attending meetings and supporting children and families. 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. We use Tapestry to engage parents by suggesting a home learning extension/embedding activity for each observation and within the weekly curriculum catch ups. These empower parents to support their children's learning at home.

We engage parents through daily contact and regular focus meetings. Improved long term outcomes for children, good progress in areas addressed. Parents to feel empowered to support their child's learning. We record stories and songs, in a range of languages as part of our spiral curriculum on Tapestry to model good practice, upskill parents and increase their confidence when teaching their children.

## School overview

Detail	Data
Number of pupils in school	51
Proportion (%) of pupil premium eligible pupils	(10 children) 19%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2024-2025
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Joanne Budge
Pupil premium lead	Jean Read
Governor / Trustee lead	Sarah Cooper

**Funding overview-** As funding is granted termly based on pupil numbers, we are unable to confirm actual funding.

Detail	Amount
Pupil premium funding allocation this academic year	
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
<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 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 is 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 etc.
- Use outside providers to enhance our curriculum and provide children with more awe and wonder opportunities such as Incredible Eggs, butterflies, etc. Use providers such as U Sports, 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 a Specialist Learning Mentor to work supporting eligible children's language and upskilling staff via modelling, training and indirect coaching. EEF research shows an average 6-month additional progress when used effectively, and we would aim for children to make accelerated progress in speaking and listening from their starting points.
- Fund additional sessions and staff member time to attend relevant meetings and appointments to support parents and model positive parenting strategies.

- Work in partnership with the Children’s Centre and Health Visitors to provide families with additional support where needed. Staff to be aware of how we can access support for these families, e.g. ReadiFood, Weller centre, 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.
- Training for staff on trauma Informed approach for staff via online training and during INSET/Staff Meetings.
- Providing a weekly curriculum catch up to enable parents/carers to support their children’s learning at home. We engage parents through daily contact and regular focus meetings.
- Sharing focus stories/rhymes/Makaton signs on Tapestry to model good practice, upskill parents/carers and increase their confidence when teaching their children.

## 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. baking, gardening, visits to external places, etc.
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	<p>Use the Leuven scale of wellbeing and involvement to measure children's wellbeing.</p> <p>Observe that children settle quickly into nursery and are ready to learn.</p> <p>Children move to 'on track' and remain there throughout the year.</p> <p>Data continues to show the children eligible for EYPP who had moved through the nursery have made significant progress and the gap between them and the rest of the new cohort will reduce.</p>
Children experience a wide range of activities and learning opportunities to broaden their experiences	<p>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).</p> <p>Families will be encouraged to explore a wider range of experiences outside of Nursery. We will encourage families to share these experiences on Tapestry.</p>
EYPP children develop good communication and Language skills	<p>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.</p>
Parents receive support they need to provide the best possible home environment	<p>More coherent approach to external support. Coordinated approach to attending meetings and supporting children and families.</p> <p>Families feeling that they can approach members of staff when they need support and staff know who to go to in order to signpost them for further support.</p> <p>Parents/carers attend coffee mornings which help in supporting the needs of families.</p> <p>Staff to be aware of the impact of trauma and ACEs on both children and families.</p> <p>Parents/Carers attend Stay and Play sessions and use ideas/resources at home with their children.</p>

Gap Narrowed between EYPP and non EYPP	<p>Improved long term outcomes for children, good progress in areas addressed.</p> <p>Children leave nursery 'on track' and ready to start primary school.</p> <p>High parental engagement with Tapestry; share good practice to encourage other families.</p> <p>Parents/carers to feel empowered to support their child's learning.</p>
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## 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: £300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Monthly CPD sessions for staff including</i></p> <ul style="list-style-type: none"> <li>• Sensory processing and self-regulation</li> <li>• CPD: Positive Behaviour Management Strategies</li> <li>• CPD: Children's Mental Health and Well being</li> </ul>	Staff are equipped to support children	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

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

Budgeted cost: £ as needed

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Provide additional hours if needed if a child on a CP/CIN plan.</p>	<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><a href="#">EEF Extra Hours</a></p>	<p>1 – Readiness for Nursery  2 – Self-regulation skills  3 – limited experiences  4 – speech &amp; language skills  5 – external support  6 – financial impact  7 – trauma</p>
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: Approx. £

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Family worker to support families as needed</p> <p>Provide support with housing, child protection meetings, domestic abuse advice, accompanying to the professional meetings, helping to access family services, advice on finance and debt, resettlement support, adult education support, local community engagement.</p> <p>Running workshops to support families with advice for topics such as toilet training and consistency, making referrals to Early help and Children's single point of access, making wellbeing calls, checking</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><a href="#">EEF Parental Engagement</a></p>	<p>2 – Self-regulation skills  7 – trauma</p>

in on families and being a listening ear.		
Starting nursery. Staggered start times and additional keyworker support for children that struggle to separate from Parent/carer Improved self-regulation skills to enable them to access the curriculum fully.	Evidence from EEF (Feb23) suggests that parental engagement approaches have, on average, a positive impact of 5 months additional progress.  Generally, interventions which target particular families or outcomes show greater progress.  Parental engagement in Early Years education is consistently associated with children's subsequent academic success.  <a href="#">EEF Parental Engagement</a>	2 – Self-regulation skills
Visit and meetings with the primary for school/ Support to parents with School Applications, appeals and induction process.	School place achieved in time at appropriate school, Smooth transition to the primary school, child less apprehensive	5 – external support 6 – financial impact 7 – trauma
Bucket Sessions for small groups of children Individual action plans written to identify areas of weakness in aspects of learning, focus learning opportunities planned, child making progress in targeted areas	Individual action plans written to identify areas of weakness in aspects of learning, focus learning opportunities planned, child making progress in targeted areas.  According to the EEF communication and language approaches typically have a very high impact and increase young children's learning by seven months.  <a href="#">EEF Communication and language approaches</a>	2 – Self-regulation skills 3 – limited experiences 4 – speech & language skills 7 – trauma
Visits within the local area.	Help to develop communication and social skills. Brings awareness to what is on offer in the local environment to children and their families.	3 – limited experiences 4 – speech & language skills 8 – home learning environment
Experience of a wide range of events, e.g. listening to a musical instrument, stroking an animal, flying a kite –	Help to develop communication and social skills particularly developing descriptive language.	3 – limited experiences 4 – speech & language skills



<p>Our REYS charter seeks to offer children enriched experiences that are often not available to them elsewhere.</p> <p><b>Mobile Farm/ Ducks hatching/caterpillars/Fur and feathers</b></p> <p>The children will have a first-hand exciting experience with farm animals. Better understand the life cycles etc</p> <p><b>Usports</b></p> <p><i>(Summer 25)</i></p> <p><b>Music with Ellie</b></p> <p><i>(Throughout the year)</i></p>	<p>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.</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><a href="#">EEF Physical Development Approaches</a></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><a href="#">EEF Arts Participation</a></p>	<p>8 – home learning environment</p>
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	Children to 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.	
Parent workshops	Parents given support advice and signposted. Parents feel empowered to deal with situations.	5 – external support 6 – financial impact 7 – trauma 8 – home learning environment
Attendance Monitoring  Daily calls to monitor reasons for non-attendance for safeguarding  Offer of support for parents who struggle to get children in on time or in to Nursery at times.	Non-attendance reported more quickly and support given where needed.	1 – Readiness for Nursery 7 – trauma 8 – home learning environment

**Total budgeted cost: £ 8,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

16% of our children had EYPP 2023/24

19% of our children are eligible for EYPP 2024/25 (*Autumn term*)

Areas of Learning	Children on track or higher in July 2024	
	ALL	EYPP
<b>Communication and Language</b>	89.5%	80%
<b>Personal, Social &amp; Emotional Development</b>	89.5%	80%
<b>Physical Development</b>	100%	100%
<b>Literacy</b>	89.5%	80%
<b>Maths</b>	89.5%	80%
<b>Understanding the World</b>	89.5%	100%
<b>Expressive Arts &amp; Design</b>	89.5%	100%

### 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)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A

<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

To ensure cultural capital and extra curriculum enrichment for PP/disadvantaged we have provided 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.

We regularly take the children to the Weller centre e.g. to take gifts from harvest festival or to join in with some of their activities. The children also sang some Christmas songs to the pensioner groups who meet locally. 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 our local co-op, 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 regular visits from Ellie, 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. For those who struggled financially, we have paid for hot lunches 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. We have signposted mental health resources and made regular wellbeing calls, as well as sourcing food and clothing 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.