



Blagdon Nursery School - Pupil Premium Strategy 2023-24

As a nursery school we are unsure of the numbers of children eligible for pupil premium 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).

A high number of the children starting at the nursery come from our Willows provision which is for 2 year old funded children – a lot of these children become our Pupil Premium children. We therefore have the opportunity to start working with identified children at an earlier age. EEF research suggests an earlier starting age can add 6 months' additional progress where children have been in receipt of high quality early education.

Main Barriers to Learning	How Pupil Premium will be spent	How we will measure the Impact?
<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>Supporting children to regulate their emotions and behaviours as well as making choices in their learning.</p>	<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> <p>Children who have started in the nursery aged 2 are transferring into main nursery with more self-regulation and independence skills. This means they are able to access the curriculum very quickly.</p>

<p>Children may have had limited experiences e.g. looking after a pet, baking, gardening, visits to external places, etc.</p> <p>Research from Aspire 2 Charity (July2018) concluded that limited experiences for the people of Whitley had a direct link to low aspirations and poorer outcomes.</p>	<p>Money will be used to provide resources to enable children to experience these activities e.g. plants, soil, baking ingredients, pet food etc.</p> <p>Using 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.</p> <p>Money will be spent to facilitate the learning opportunities and experiences outlined in the REYS charter to provide breadth of curriculum.</p>	<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>Parents/Carers will accompany us on various trips throughout the year, thus widening their own experiences and those of their children.</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>
<p>Significant numbers of pupils have difficulties with speech and language and this has an impact upon progress across the curriculum.</p>	<p>Partially fund a Leighann (Specialist Learning Mentor) to work three days per week supporting eligible children's language and upskilling staff via modelling, training and indirect coaching.</p> <p>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. We have used money to train staff in the Talk Boost program and in Makaton sign language which they have cascaded to team members.</p>	<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>
<p>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.</p>	<p>To fund additional sessions and staff member time to attend relevant meetings and appointments to support parents and model positive parenting strategies.</p> <p>Implement Coffee Mornings for families to drop-in; this can evolve as the needs evolve,</p>	<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</p>

<p>Children living in home environments that have been financially impacted by COVID and the Cost of Living Crisis. Children may have been living in an environment with emotional stress and trauma.</p>	<p>e.g. we could invite family workers to talk about Trauma or financial advice, etc.</p> <p>We 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. ReadiFood, Whitley Community Café, Cow Shed, etc.</p> <p>Trauma Informed Training for staff via online training and during INSET/Staff Meetings.</p>	<p>staff know who to go to in order to signpost them for further support.</p> <p>Parents/carers attend coffee mornings and they are success in supporting the needs of the families.</p> <p>Staff to be aware of the impact of trauma and ACEs on both children and families.</p>
<p>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.</p>	<p>We use Tapestry to engage parents by suggesting a home learning extension/ embedding activity for each observation.</p> <p>We have appointed a Family worker from Sept 23 who will be providing a range of universal and targeted support to our families – including workshops on how to support language, potty training, behaviour management etc.</p> <p>Drop-in sessions where we can support parents/carers to access Tapestry on their devices.</p> <p>Termly stay and Play sessions so parents/carers can see what their child is doing in Nursery and get some ideas about how they can support them at home.</p> <p>Providing a weekly curriculum catch up to enable parents/carers to support their children’s learning at home. We engage</p>	<p>Improved long term outcomes for children, good progress in areas addressed.</p> <p>High parental engagement with Tapestry; share good practice to encourage other families.</p> <p>Parents/Carers attend Stay and Play sessions and use ideas/resources at home with their children.</p> <p>Parents/carers to feel empowered to support their child’s learning.</p>

	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.	
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This strategy will be reviewed throughout the year but annually with Governors.

Date of next review: Sept 2024