

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

From April 2015 additional funding was made available from the Government to for the school to use to further support the needs of some of our 3 and 4 year old children. The funding equates to £302.10 per year if a child takes up their full 570 hours of free early education entitlement. The criteria for eligibility for EYPP is:

- Children from low income families (as defined by the criteria for free school meals)
- Children who have been looked after for one day or more (Children's Social Care)
- Children who have left care under a special guardianship order or child arrangement order in England and Wales

## School overview

Detail	Data
School name	Rockwood Nursery School
Number of pupils in school	95 (autumn term)
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	
Date on which it will be reviewed	July 2023
Statement authorised by	F Stringer
Pupil premium lead	F Stringer
Governor / Trustee lead	Mrs M Brindle

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b><u>2021-22</u></b> Autumn 2021 - £1788.75 Spring 2022 - £1749.00

	Summer 2022- £3510.00
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	Total for 2021-22 academic year = <b>£7,047.75</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### Challenges

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

Challenge number	Detail of challenge
1	<u>Speech, Language and Communication</u> WellComm levels are showing that children's Speech, Language and Communication has been negatively affected by the Covid-19 lockdown and restrictions on social interactions. They can struggle to make themselves understood and this can lead to them becoming frustrated.
2	<u>PSED</u> Children's language difficulties are having an impact on their PSED levels as they are struggling to share their needs and wants appropriately. Children over lockdown have had less access to playgroups and contact with others and the younger children need support to interact with others and share.
3	<u>CLA and Previously CLA</u> We have a large number of these children and communication and managing feelings have been a concern with the majority. Lockdown has not aided their settling in with carers or adopters as groups have been restricted. Staff liaise with other agencies, if needed, to support all children be safe and secure ensuring children's wellbeing is central to all our work.

### 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
For children to access WellComm and support from the CLL teacher to improve children's speech, language and communication skills. For all staff to be familiar with the revised WellComm planning and monitoring systems. For EYPP children's levels of development in CLL to improve so	For all staff to be familiar with the revised WellComm planning and monitoring systems. For EYPP children's levels of development in CLL to improve so that their progress is in line with their peers. For the majority of children to leave nursery school working at expected level (Nursery S) on the school curriculum.
For EYPP children's PSED to improve with supported planning	EYPP children will achieve the same levels as their peers in all areas of PSED curriculum

For CLA and Prev-CLA children be supported through group activities to help manage their feelings and behaviour and develop CA to aid their communication for relationships with their peers

For CLA and Prev-CLA children to achieve a good level of development in PSED and CA

## 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: £ 6,526.67 (with on costs)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued employment of 0.1 for teacher with speech and language experience  Attendance of teacher on Speech and Language Champion training and cluster groups	<p>Previous engagement has demonstrated that the support enables support of children in each group.</p> <p>It has provided updated training to improve EAL children's development and they have made excellent progress in PSED and CAL by the provision of EAL documentation, assessment and support for each group.</p> <p>Specific planning and review of identified children. This has included the use of WellComm to provide baselines and monitoring of all children's speech and language to focus group activities.</p> <p>Training and support of staff to facilitate additional activities with children on S&amp;L register.</p> <p>New cluster provided by SALT and local NHS teams for training and development due to concerns around referral delays and the impact on children's development.</p>	1,2,3

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

Budgeted cost: £ 774.36

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing provision of Target Tracker	Provides overview and assessment data which enables identification of children at risk or below expectation	1,2,3

	that need support either in school or via referrals to other professionals	
Ongoing provision of Tapestry	Engages parents in their children's learning and support. Activities can be shared by both staff and parents.	1,2,3
Home Learning Activities	Provision of home learning activities for parents to complete with their child supported the children's development in Maths and CAL. This aided the parents with how to support their children's learning with fun activities.	1,2

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

Budgeted cost: £ *[insert amount]*

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Add or delete rows as needed.</i>		

**Total budgeted cost: £ 7,261.03**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Monitoring systems continue to show children's development is appropriately supported and monitored. Information is provided to both the teaching staff and the governors. Assessment days have helped staff in particularly, ie in discussing every individual child. They know the children extremely well.

Target Tracker has been consistently used by all staff to monitor each of their groups and to identify any children who are struggling and allow suitable planning and interventions to ensure progress is made.

Overall, the progress and attainment of all groups in CL and L has been outstanding over the year. The interventions by the CL teacher and her support for the other staff has been positive. Staff have continued to embed practise in WellComm into their support of children in continuous provision.

Overall progress data is very good. This is despite the majority of children coming into school at very low levels.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Target Tracker	ESS
Tapestry – Online Learning Journal	The Foundation Stage Forum
Wellcomm	G L Assessment