

Abbey Wood Nursery School Pupil Premium Strategy Statement 2024/2025

This statement details our nursery school's use of early year's pupil premium funding to help improve the attainment of our eligible children.

It outlines our pupil premium strategy, how we intent to spend the funding in this academic year and the impact from our spending of EYPP funding from the last academic year.

School overview – September 2024

Detail	Data
Number of pupils in school	104
Proportion (%) of pupil premium pupils	25%
Academic year/years that our current pupil premium plan covers	2024/25
Date this statement was published	September 2024
Date on which it will be reviewed	January 2025
Statement authorized by	Gill Crowley
Pupil premium lead	
Governor lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,884
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£9,884

Statement of intent

We support all children with quality early education, ensuring that all adults have training on how to support the children in the early years, at the start of their educational journey. We ensure that children are given opportunities to develop their language and communication skills, e.g. by attending the Talk Boost sessions, and through forest school sessions.

Our whole approach in school is that every child is an individual and that we will adapt and support each child according to their individual needs. In order to ensure that the children have their individual needs met we track all children's development. The Senior leaders met with the class teams each term and discuss the children. Then through individual targeted interventions, and adults who know the children well we are able to know that we are making a difference to each child.

Challenges

This details the key challenged to achievement that we have identified among our disadvantaged children.

Challenge number	Detail of challenge
1	Some children eligible for EYPPG have starting points below typical age related expectation, particularly in communication and language.
2	Some children's attendance pattern can affect the progress made.
3	Self-regulation can be a challenge for some children, a lot of adult support is needed to support children in co-regulation.

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 outcomes for communication and language development	Regular tracking each term will ensure the adults understand the individual needs of the children they are supporting. The tracking records and the attainment of the children is decided on by the Senior Leadership and the Class team.
Sustained and improved attendance	The introduction of 'Studybugs' enabling quick and easy communication for parents through the app and the early identification of barriers to attendance.
Improved well-being and attendance	Interventions e.g. ALPS and Forest School; observations and conversations will enable a growth in the children's PSED development.

How will we spend the money? Budget 2024/25

Activity	Why?	Cost	Challenge no.
Lunches for the year	We do not want children to be excluded from attending due to the perceived cost of the meal. Lunch times at AWNS are a family service with tablecloths and conversation. We use this time to support children to try new foods and to have the time and space to eat at the table with no other distractions.	£1000	1,2 and 3
Forest school	Attendance at forest school enables children to gain confidence and autonomy about the world around them. They increase their vocabulary and their ability to use the words in other settings. There is a focus on their social skills through turn taking and sharing.	Two staff for 20 weeks £3000	1,2 and 3
Early Talk Boost	This is a recognized intervention developed by 'Speech and Language UK' it is an 8 week course for children and their families. Staff need releasing for training and delivery. We also buy resources to support the stories	£1000	1 and 2
Literacy training	Two teachers will attend the training at the Centre for Literacy in Primary Education (CLPE) some of the skills they will learn; How to closely read illustration, developing visual literacy skills; developing the role of the teacher/writer and the practices involved in the role. (More information on the CLPE website)	£450 per teacher plus cover costs £200 per day	1
Social Communication Worker	We employ a SCW via the RBG outreach team. The worker visits school weekly and supports children and staff with the social and communication skills, teaching interventions and strategies that can be used with the children.	£5000	1 and 3

Review of the previous academic year

Outcomes for disadvantaged pupils

2023/24

Number of pupils on roll – 127 (July 2024)

The impact of our EYPPG targeted support was successful in supporting our children. Some of the following is part of what we used the EYPP grant for

- Forest School Sessions
- Training and delivery of the Early Talk Boost programme
- Workshop for parents 'Ideas to toilet train your child'
- Adult Led Play Session (ALPS)
- Supported transitions to reception classes
- Intensive interactions
- Attention 'Bucket' sessions
- Outings to 'TUMP 53'
- Supporting children to receive health school lunches and snacks.

Of the 29 children entitled in July 2023:

28% of the cohort has identified SEND;

48 % were at expected for Personal, Social and Emotional milestones;

58% were at expected for Physical Development milestones;

31% were at expected for Communication and Language milestones.

Of the cohort 66% of the 29 children were leaving to move to reception:

58 % were at expected for Personal, Social and Emotional milestones;

37% were at expected for Physical Development milestones;

31% were at expected for Communication and Language milestones.

These judgements are made Termly meetings with class teams, SENDco and Assistant Head Teacher as well as conversations with the families. Observations and professional discussions with the key person and class teacher supported the measurement of the progress made and the impact of the targeted support.