

Pupil premium strategy statement – Turncroft Nursery School 2024-2025

This statement details our school's use of early years pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our early years pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	64
Proportion (%) of pupil premium eligible pupils	9%
Date this statement was published	November 2024
Date on which it will be reviewed	March 2025
Statement authorised by	Gayle Berry
Pupil premium lead	Gayle Berry
Governor / Trustee lead	Damian Collins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Autumn term: £714 Spring Term: £714 Summer term:
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 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>	Autumn term £714 Spring term £ 714 Summer Term £

Part A: Pupil premium strategy plan

What are the key principles of your strategy plan?

At Turncroft Nursery we will ensure that the Pupil Premium funds reach the children who need them most, which may also include those children who may not be eligible but still fall into the disadvantaged criteria. Our intention in terms of our disadvantaged children is to provide a series of personalised interventions, provision based experiences and access to resources to support them in achieving their potential. Staff will access some continuous professional development where needed and available within the budget allocation. Through a targeted approach we will narrow the gap between the educational achievement of these pupils and their peers, therefore addressing underlying inequalities, as far as possible, between these pupils and others. We believe a core purpose of a nursery school is to give every child the best opportunity to succeed and be part of the best start to their education journey.

We at Turncroft Nursery know that there are certain factors that have an important impact on the success of the children.

1. High quality interactions between adults and children
2. Parental engagement, participation and support
3. Knowledgeable staff- CPD, experience
4. A stimulating and supportive environment both indoors and outdoors to facilitate learning and learning styles

Our Early Years Pupil Premium money is carefully managed to ensure that it is allocated to give maximum benefit to our children.

This includes;

- Reviewing the impact of interventions and then expanding these where we have seen strong impact.
- Making sure there is at least good teaching on a day-to-day basis for all our children, and supporting this with targeted CPD as and when needed.
- Making use of research, often EEF, when introducing or developing interventions for the children in our care to ensure that this has the best impact and outcomes for the children.
- We will ensure that spending is directly linked to targeting gaps in attainment of current children.
- The Early Years Pupil Premium funding is used to benefit all Pupil Premium children and supports all abilities within the provision.

We will use this to remove barriers to learning and development ensuring that we take account of the following:

- Low attainment in the prime areas of learning, commonly at risk of a language delay or disorder as evident locally and nationally
- Lack of confidence or ability to manage own feelings appropriately
- Attendance and punctuality issues
- Positive health and wellbeing, including toileting and self-care skills
- Supporting with family situations that prevent children from flourishing
- Children’s ‘School Readiness’ levels and progress towards these throughout the year, adapting to the needs of the children

Challenges

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

Challenge number	Detail of challenge
1	Children’s listening and attention and communication skills are lower than is typical for a 3–4-year-old.
2	Personal, Social and Emotional Development are low on entry particularly in the areas of following and remembering rules and feelings.
3	Children’s toileting is not secure nor independent. Self-help skills can be low in a mix of areas.
4	Children have not been exposed to high quality interactions with adults and other children.
5	Children are reliant on adults, lack of independence.

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
All children will communicate with a peer or familiar adult using an approach which meets their individual needs.	Children use a wider range of vocabulary in their play and interactions with others Makaton training for all staff throughout the year

<p>Staff will engage in purposeful interactions and new vocabulary will be constantly be introduced enabling us to build on children’s language development.</p> <p>Children’s listening and attention skills are improved so that they can listen for longer periods of time- longer stories and pay attention to more than one thing at a time- talking about what they have heard.</p> <p>Children will engage in some back and forth interactions and be exposed to quality conversations and interactions with adults and other children during play and focussed times.</p>	<p>Children can pay attention to more than one thing at a time</p> <p>Children understand a question or instruction that has two parts</p> <p>Children understand ‘why’ questions</p> <p>Children sing a large repertoire of songs</p> <p>Children use longer sentences of four to six words</p> <p>Children start a conversation with an adult or a friend and continue it for many turns</p> <p>Children use talk to organise themselves and their play</p> <p>Children engage in stories at home with families, library, story bags</p>
<p>2. Tracking and assessments for personal, social and emotional development demonstrates that children achieve expected levels and this permeates all of their learning.</p>	<p>Children recognise the feelings of others and show concern for others</p> <p>Children develop their sense of responsibility and membership of a community</p> <p>Children increasingly follow rules, understanding why they are important</p> <p>Children remember rules without needing an adult to remind them</p> <p>Children develop appropriate ways of being assertive</p> <p>Children talk about their feelings using words such as ‘happy, ‘angry’ or ‘worried’</p>

	Children understand how others might feel and why
<p>3.Children are increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands thoroughly, putting on their own coat.</p>	<p>Children have learnt to use the toilet with help and then with independence</p> <p>Parents are supported to train their child in toileting.</p> <p>Children are less anxious and more confident when engaging in self-care elements</p> <p>Children develop self-help skills, putting own coat on with support/without support, fastening coats</p> <p>Parents will attend relevant PEEP parent courses in nursery</p>
<p>4. Children will sustain concentration and engage in conversations and experiences which interest them.</p> <p>Children benefit from high quality adult interactions which accelerate children’s learning, understanding and progress.</p> <p>Children are able to organise their thoughts, reflect on their understanding, and talk about their reasoning</p>	<p>Children start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p> <p>Children are happier, healthier, more confident, and excited to learn when adults nurture relationships and interactions are of quality</p> <p>Children to develop a sense of security within their environment and put them more at ease when talking and sharing their ideas</p> <p>Staff and children enjoy talking and having fun with language in continuous provision and focussed times.</p> <p>Parents will attend relevant PEEP training linked to this area</p>

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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics, maths, ShREC interactions training delivered</i>	This training enables staff to keep up to date with approaches and meet the needs of the current cohort and their families. It will offer strategies and support for practitioners.	1,2,3,4 and 5
<i>SEND support training</i>	Working with children who are hearing impaired, attention for learning, intensive interaction and others as need arises. Looking at strategies and support systems staff can use within the provision with children, according to individual needs.	1 and 2
<i>EYFS SIG meetings, Headteacher briefings for nursery schools</i>	Sharing of local data and initiatives, support and guidance from others when looking at small steps that children need to make progress. Keeping up to date with new training, initiatives and guidance.	1, 2 and 4
<i>Language Lead meeting with practitioners from a range of settings</i>	Termly meetings looking at how to support language and different communication needs within your setting e.g. Makaton training. Local and national initiatives shared and implemented if relevant to the needs of our children. Regular updates for settings. PEEP training completed and PEEP groups to start in the coming year.	1,2 and 4
<i>WellComm baseline and sharing of baseline data</i>	Data shared with the local authority termly and progress assessed. Data tracked and support packages then put into place for children who need to close the gap. A recognised tool and screening across the authority. Now part of a working party looking at devising resources to support children and staff in continuous provision.	1,2 and 4

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

Budgeted cost: £ 684

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intensive Interaction is a 1:1 intervention	Intensive interaction is a practical approach to interacting with others that do not find it easy communicating or being social. Mirroring sounds and words to develop a two-way communication.	1, 2 and 4
Attention for learning	SEND team trained staff in this approach. Gaining and sustaining children's attention, expanding children's experiences.	1, 2 and 4
Small group activities based around core targets, listening, following rules, turn taking, quality interactions	Children who have underdeveloped listening and attention skills will benefit from smaller group, focussed activities and thrive in smaller, quieter situations. Nurture groups	1,2, and 4

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

Budgeted cost: £ 0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting and signposting parents to ERIC strategies when toilet training children.	Supporting parents who may never have done this before, need for advice and guidance in this area. Signposting to other agencies if needed depending on the individual child.	3 and 5
<i>Promotion of self-help skills with children-toileting, tooth brushing, putting coats on</i>	Self help skills modelled and supportive. Teaching children strategies and sharing these with parents on Tapestry and through 1:1 meetings with parents.	3 and 5

Total budgeted cost: £

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

As this plan was for only one child in the previous year it is difficult to compare with other pupil premium children.

On entry baseline showed to be below in all areas of learning. Progress was made in the following areas-now working at expected in PSED, Maths, EAD, UW. Concerns were still evident in CLLD, Literacy and Physical development.

WellComm showed improvements only scoring 1 section below compared to 2 sections below starting point on entry.

School Readiness data showed that out of 24 statements 46% were secure, 46% developing 8% emerging.

Review for the end of the academic year 2024

These children (12) were all 15 hour children except for 1 child.

All children except one were age appropriate in WellComm assessments compared to the start of the year when 6 children were below.

In School Readiness data 5/8 children were on track in all areas. One child missed out due to motor skills.