

COLLYHURST NURSERY SCHOOL AND CHILDREN'S CENTRE

Pupil premium strategy statement

Collyhurst Nursery School and Children's Centre



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Revision Information

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|---|--|
| This document has been approved for operation within | Collyhurst Nursery School and Children's Centres |
| Date of last review | October 2023 |
| Date of next review | October 2026 |
| Review Period | Annually |
| Approval Status | Approved |
| Date of Approval | 15 th Novemeber 2023 |
| Person Responsible for Policy | Headteacher |
| Owner | Local Governing Body: Collyhurst Nursery School and Children's Centres |
| Signature of Approval | <i>Signed copy on file</i> |

Pupil premium strategy statement – Collyhurst 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.

School overview

| Detail | Data |
|---|--|
| Number of pupils in school | 56 |
| Proportion (%) of pupil premium eligible pupils | 21 - 3-year-olds 17 eligible for EYPP |
| 1 | 2022 - 2025 |
| Date this statement was published | October 2023 |
| Date on which it will be reviewed | October 2024 |
| Statement authorised by | LGB |
| Pupil premium lead | Head of School |
| Governor / Trustee lead | Chair of LGB |

Funding overview

| Detail | Amount |
|---|--------|
| Pupil premium funding allocation this academic year | £6,001 |
| 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>) | £0 |
| Total budget for this academic year | £6,001 |

Part A: Pupil premium strategy plan

Statement of intent

Collyhurst Nursery School is located in an LSOA which has the highest levels of social deprivation in England. As such, local data tells us that children's levels of health, including oral health, are not always as high as they should be; their levels of literacy, and communication and language are often underdeveloped; their families are more likely to have difficulty supporting with education and families will experience a range of challenges at home.

Our mission at Collyhurst Nursery School, supported by the EYPPG is to give children the best possible start to their education. We know that the foundations which we help to provide children with now, will be built upon for at least the next 16 years of compulsory education, if not longer. The interventions which we provide may help to improve the life chances of our children, putting them on an upward trajectory towards great things.

Our primary focus for the EYPPG is on supporting children to develop their communication and language skills, so that they are able to communicate well and have the foundations for learning.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | The levels of children's communication and language are lower than the average expected on entry, impacting on overall development. |
| 2 | The levels of children's Literacy development are lower than the average expected on entry. |
| 3 | The levels of Children's mathematical development are lower than the average expected on entry. |
| 4 | The cost of living impacts on families reducing opportunities for extended learning experiences. Ensure all children have wider, holistic and creative opportunities throughout their time at nursery. Provide opportunities for extended learning through trips, visits and visitors, extending children's educational experiences. |
| 5 | Children's attendance is not always regular, due to being of non-statutory school age. |
| | |

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 |
|---|---|
| 1. Children's levels of communication and language improve | Children wellcomm screening as green in their age related band. |
| 2. Children's levels of literacy development improve | From their starting points, children make excellent progress in the area of Literacy across the year. This is measured by evidence based tracking, learning journey documentation, phonics assessments, progress data termly. |
| 3. Children's levels of mathematical development improve | From their starting points, children make excellent progress in the area of mathematics across the year. This is measured by evidence based tracking, learning journey documentation, termly progress data. |
| 4. Children's educational experiences are enhanced and extended | Children involved in multi-sensory, first hand experiences that help children to connect with and enquire about the world. From their starting points, children make excellent progress in increasing their funds of knowledge and cultural capital across the year. This is measured by evidence based tracking, learning journey documentation and termly progress data. Evidence of characteristics of effective teaching and learning, children are creative, problem solvers who are able to think critically. |
| 5. Children's attendance and punctuality are regular and prompts forming good habits for reception. | Attendance of 90% Improved progress outcomes. |

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: £1,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Read Write Inc Phonics. Resources, training | https://www.ruthmiskin.com/wp-content/uploads/2022/05/ruthmiskinliteracyinc-readwriteincresearchandevidence1-1.pdf | 1, 2 |
| <i>Maths curriculum Maths champion training. Using stories to promote high quality mathematical talk</i> | https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maths-champions-effectiveness | 3, 1 |

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

Budgeted cost: £2,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Wellcomm screening and interventions. Including resources, staff training and release time. | https://gov.wales/review-early-language-screening-suitable-children-wales-birth-5-years-summary-html | 1, 2 |
| <i>Using stories to promote high quality mathematical talk</i> | https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-maths/using_storybooks_high_quality_maths_resource_v0.1.pdf?v=1696599999 | 3, 1, 2 |

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

Budgeted cost: £2,000

| Activity | Evidence that supports this approach | Challenge number(s) |
|----------|--------------------------------------|---------------------|
|----------|--------------------------------------|---------------------|

| | | addressed |
|--|--|---------------|
| Attendance and punctuality monitoring and family support. | https://educationendowmentfoundation.org.uk/news/new-evidence-review-finds-sending-personalised-letters-or-texts-can-help-but-wider-evidence-is-weak | 5, (1, 2, 3) |
| Children will be involved in a range of curriculum enhance opportunities including access to Zumba, yoga, farm visit, African music session, hatching chicks, butterflies, library visit, local area visits, forest school, small theatre visit. | <i>Access to the creative arts specifically enrich the wider aspects of a child's holistic development and allow children regardless of age and stage to be successful learners.</i> | 1, 2, 4 |
| Parent Breakfast sessions | https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement#:~:text=The%20average%20impact%20of%20the,mixed%20and%20much%20less%20conclusive. | 1, 2, 3, 4, 5 |

Total budgeted cost: £6,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Challenge number1:Communication and Language

School progress data shows that children receiving EYPP made good progress in comparison with all children.

| Communication and language | Whole cohort end of year progress data | EYPP end of year progress data |
|----------------------------|--|--------------------------------|
| Listening and attention | 2.97 | 2.94 |
| Understanding | 2.88 | 2.74 |
| Speaking | 2.76 | 2.65 |
| Literacy | Whole cohort end of year progress data | EYPP end of year progress data |
| Word reading | 2.72 | 3.00 |
| Comprehension | 2.82 | 3.00 |
| Emergent writing | 2.72 | 2.70 |

Challenge number 2: Attendance

The attendance data shows an average attendance of 86% for nursery children through out the nursery year. Taking into account childhood illness and extended holiday absence, this is 10% lower identified success criteria. Refocuss on attendance for 2023 – 2024 supported through welcome meetings, parent breakfasts, FSA support, Dojo parent messages, contact through text message and email in addition to phone calls, home visits on prolonged absence.

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 |
|----------------|----------------|
| Read Write Inc | Ruth Miskin |
| Wellcomm | GL assessments |

Service pupil premium funding (optional)

| |
|---|
| <i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i> |
| |
| The impact of that spending on service pupil premium eligible pupils |
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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.