

# Kingswood School 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.

## School overview

Detail	Data
School name	Kingswood Nursery School
Number of pupils in school	61
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	1 year as children only with us for 3 terms
Date this statement was published	Dec 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Clare Macdonald Headteacher
Pupil premium lead	Clare Macdonald Headteacher
Governor / Trustee lead	Samantha Howarth

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (autumn term only as numbers will increase in Spring/Summer term as children turn 3)	£1940.40
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (previous cohort)	£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	£1940.40 currently

# Part A: Early Years Pupil premium strategy plan

## Statement of intent

At Kingswood we value every child and believe that children make progress through high levels of wellbeing, involvement, exploratory play and high quality teaching. Any additional money will be used for specific resources and small group time to enhance teaching, such as developing speech and language skills to become conversationalists, developing early readers and participating in first hand experiences within the setting such as meeting the farm animals at the visiting farm and visiting the allotment to observe growth and change.

Our daily practice is supplemented by events, visitors and celebrations across the year, designed to broaden children's understanding of the world, and to foster individual fascinations. Budget will be allocated to ensure that children can access the necessary resources, and adult support, to ensure they can attain the same school curriculum outcomes as their peers.

Staff training, and resources will also be purchased to meet the needs of the child or offer new experiences. Assessment points over the year enable key persons to ascertain if children are on track to achieve the key objectives within our bespoke EYFS curriculum and to identify where a child may need additional support, or resources accordingly.

Additional provision for disadvantaged children includes quality first teaching strategies, additional resources and informed by a solid understanding of EYFS pedagogy, child development and research from the Education Endowment Fund.

## Challenges

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

Challenge number	Detail of challenge
1	57% EYPP children have an identified SEN, 14% EYPP children also have an identified complex SEN and have or are awaiting an EHCP.
2	Only 50% of EYPP children expected to achieve outcomes for our 5 Ways to Wow curriculum in To Care, and To be confident.
3	Large Gap exists between EYPP children and their non disadvantaged peers for their ability to care (25%), and make connections (18%).

## 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
75% EYPP children achieve the caring curriculum outcome.	75% EYPP children have a positive sense of self and independently participate in a small group and the wider community.
75% EYPP Children achieve the make connections outcome	75% children make links in their learning to deepen their understanding of the world.
EYPP children with complex SEN make rapid progress.	Children with EHCPs achieve their individual targets.

## Activity in this academic year

This details how we intend to spend our Early Years pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above. Allocation of funding for our EYPP pupils changes term by term,

Autumn Term	Spring Term	Summer Term

## Teaching

Budgeted cost: £ 750 (*Autumn term*)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Quality interactions between adults and children are facilitated throughout the daily routine.</i>	Children's language develops when engaging in first hand experiences. Such experiences will narrow the vocabulary gap. Children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. This helps them to make connections in their learning.	3
<i>Children contribute to the snack routine, supported by adults to prepare food, and the table, using appropriate resources.</i>	Children's language develops when engaging in first hand experiences. Such experiences will narrow the vocabulary gap and contribute to care routines. Children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning	2, 3

Resource and Provide Language Interventions	Oral language approaches have a high impact on pupil outcomes. Providing small group and individual interventions will support EYPP pupils with SEN to develop their language.	1,2
<i>Staff are trained to use Makaton to support understanding of communication.</i>	Using signs alongside spoken language helps children to understand key vocabulary and messages and provides a conduit through which they can learn to express themselves, even with limited or no verbal skills.	1,2
<i>Experience ducks hatching</i>	Children's language and self esteem develops when able to care for animals, which is part of our curriculum offer. Such experiences also narrow the vocabulary gap.	2, 3
<i>Farm Day and haybales</i>	Children's language develops when engaging in first hand experiences such as handling animals, and they can learn to care for living things which is part of our curriculum.	3

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

Budgeted cost: £ 800 (Spring Term)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Resource and Provide Language Interventions by qualified staff	Oral language approaches have a high impact on pupil outcomes. Providing small group and individual interventions will support EYPP pupils with SEN to develop their language.	1,2

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

Budgeted cost: £250 (Autumn Term)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Floorbooks</i>	Key Persons regularly record learning stories in floorbooks, which represents each child's voice. The children can reflect upon these, seeing themselves involved in learning. Communicating this to others, such as parents, is necessary for strengthening cognitive ability and own sense of self.	3

**Total budgeted cost: £1800**

## 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 2022 to 2023 academic year.

We provided similar experiences to the plans for this year, as well as introducing floor books which enabled children to talk about their learning and see themselves as learners which was successful. Zones of Regulation enabled children to identify and label emotions, and resulted in excellent behaviour. Overall EYPP children achieved curriculum outcomes in line with their non-disadvantaged peers, with only a slight gap for the To Converse outcome.

### 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

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## 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.*