

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	58
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 year as children only with us for 3 terms
Date this statement was published	Dec 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Clare Macdonald Headteacher
Pupil premium lead	Clare Macdonald Headteacher
Governor / Trustee lead	Peter Williams

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)	£1386
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (previous cohort)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£1386 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. The 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	Small gap exists between EYPP children and non disadvantaged peers for their ability to embrace difference, and resolve conflict.
2	Foster a love of early literacy in EYPP pupils.
3	EYPP children less confident in communicating than their peers.

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 curriculum caring outcome.	75% EYPP children can embrace difference and resolve conflict.
EYPP children develop a love of reading and markmaking in preparation to become confident readers and writers in the future.	75% EYPP children relish participating in stories. 75% EYPP children make meaningful marks.
EYPP children are able to communicate about their interests as confidently as their non disadvantaged peers.	80% EYPP Children use extensive vocabulary to talk about observations and experiences.

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: £ 550 (*Autumn term*)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Embed a love of reading</i>	Children need to see themselves and their families represented in books. Love of reading from an early age is a huge motivator in reading success. There is consistent evidence that reading to young children, and encouraging them to answer questions and talk about the story with a trained adult, is an effective approach.	2
<i>Specific Resources</i>	Teachers and staff engaging with children need to understand how to develop vocabulary, and support language development in young children.	2
<i>Participate in allotment project</i>	Children's language develops when engaging in first hand experiences. Such experiences will narrow the	3

	vocabulary gap. Children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.	
<i>Experience ducks hatching</i>	Children's language and self esteem develops when able to care for animals. Such experiences narrow the vocabulary gap. Children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning	3
<i>Write Dance Resources</i>	Children need to develop muscle memory in order to manipulate the shapes required for handwriting. Early literacy approaches have been consistently found to have a positive effect on early learning outcomes.	2
<i>Farm Day and haybales</i>	Children's language develops when engaging in first hand experiences such as handling animals. Such experience narrow the vocabulary gap. Children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.	3

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

Budgeted cost: £ 0 (Autumn Term)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Currently small group interventions are not considered an effective way to support this current cohort of EYPP children.		

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

Budgeted cost: £800 (Autumn Term)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Whole staff Training for Developing Self Regulation</i>	The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving. Strategies that seek to improve learning by increasing self-regulation have an average impact of five additional months' progress. A number of studies suggest that improving the self-regulation skills of children in the early years is likely to have a lasting positive impact on later learning at school, and also have a positive impact on wider outcomes such as behaviour and persistence.	1

	There are some indications that children from disadvantaged backgrounds are more likely to begin nursery or reception with weaker self-regulation skills than their peers. As a result, embedding self-regulation strategies into early years teaching is likely to be particularly beneficial for children from disadvantaged backgrounds.	
<i>Nurture Group Training for member of staff</i>	Provide opportunities for social learning, develop confidence, and celebrate achievement. Large focus of EYFS is on self regulation which nurture group supports. A small number of studies have assessed the impact of specialised programmes for children with emotional or behavioural difficulties. On average, these programmes show a moderate positive impact on learning.	1
<i>Use of Camera</i>	Camera available for young children to access to provide them with a 'voice'. This will enable them to communicate their interests and reflect upon the photos captured, prompting deeper conversations about their learning.	3
<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: £1350 (Autumn Term)

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.

WE provided similar experiences to the plans for this year, plus an Author Visit to support families to engage in learning. EYPP children achieved curriculum outcomes inline with their non- disadvantaged peers. There was no gap between these two groups.

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.