

WHAT IS PUPIL PREMIUM?

PUPIL PREMIUM FUNDING is allocated to schools for the specific purpose of boosting the attainment of pupils from low-income families. Funding is based on children who have registered for a free school meal at any point in the last 6 years, children that are in care or adopted and children whose parents are currently serving in the armed forces.

Why has it been introduced? The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current, underlying inequalities between disadvantaged children and their peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The purpose of the PP funding is clearly articulated:

- Improve the academic outcomes of disadvantaged pupils of all abilities
- Close the attainment gap between disadvantaged pupils of all abilities across the country.

'There is a growing body of evidence on how schools can best help disadvantaged pupils make progress. The needs of all pupils should be assessed and the grant used to make maximum impact in the school.'

The DfE make it clear that, 'There is no expectation that schools should spend the grant only on eligible pupils, or on a per eligible pupil basis... When taking decisions on how to spend the grant we strongly encourage school leaders to consider evidence on what will have the most impact for their pupils.'

Some of the most effective spending will be on whole school strategies, including improving the quality of teaching; which have the potential to impact positively on all pupils.

Whilst schools are free to spend the Pupil Premium as they see fit, we are required to publish our expenditure online.

Early year's pupil premium allocation for 2020-2021 is £2,718

Pupils eligible for funding:

Cohort	Eligible Pupils	Total number of pupils in the cohort	% FSM6
FS1	9	80	11%

Identified **key barriers** facing disadvantaged children at Stonehill Nursery:

1. High levels of deprivation
2. Low starting points, further gaps and loss of learning following 'lockdown' - as a result of Covid-19
3. High levels of English as an Additional Language (EAL) contributing to limited out of school guidance and support for learning
4. Limited experiences outside of the immediate community
5. Education undervalued which impacts upon attendance and can prevent consolidation of core reading, writing and maths skills
6. The pandemic has affected Personal, Social and Emotional development and self-regulation

Intended Outcome	Strategy Rationale & Barrier	How we will measure impact	When this will be reviewed	Who will monitor	Rag Rating & Headlines
<p>To develop knowledge, understanding and skill to support children's language acquisition</p>	<p>1, 2 & 3</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/learning-language-and-loving-it-efficacy</p> <p>X4 staff to attend Hanen CPD</p> <p>'Talk to your child' course'- offer to parents- identified pupils</p> <p>-supply/ release cover</p>	<p>Observations and assessment of pupils' progress</p>	<p>Termly</p>	<p>CT</p>	<p>Autumn 2</p> <p>This will continue in to summer</p>
					<p>Spring 2</p> <p>Talk to children course has been successful with positive feedback from parents.</p> <p>Hanen programme will finish in June. Positive feedback from mentors can see impact in nursery with staff interactions.</p>
					<p>Summer 2 & Final data point</p> <p>X4 staff trained Hanen programme-staff now support the development of language acquisition- evident in pupils' 'green books'- observations made by staff show improved confidence and awareness</p> <p>NEXT STEPS</p>

					Further development for staff to raise standards for the whole Nursery- signed up for 'Speech and Language Graduated response' Speech and Language Therapists part of advisory team.
<p>To promote the importance of attendance and punctuality to ensure all children are accessing their full early years entitlement</p> <p>Attendance of disadvantaged pupils will improve and be in line with other pupils: Target 87%</p>	<p>5 & 1, 2</p> <p>Develop reward systems including certificates, letters to parents</p> <p>Staff to inform parents during home visits of the implications of poor attendance</p> <p>Health visitors sessions on common childhood illnesses</p>	Attendance data	Half termly	CT	<p>Autumn 2</p> <p>Due to covid we have not been able to do this. We have also seen the increasing number of children with childhood illnesses e.g Scarlet fever, ring worm and hand foot and mouth.</p> <p>Spring 2</p> <p>Due to the restrictions being lifted attendance is now being monitored. Meetings have been held with parents whose attendance is concerning and termly letters are sent to families whose attendance drops below 85%</p> <p>Summer 2 & Final data point</p> <p>PP attendance=79%</p> <p>Non-PP attendance=80%</p> <p>Although attendance is below target of 87%, PP attendance is in-line with Other Pupils attendance</p>

					<p>Phone calls are made daily to any pupils with non-attendance if parents/ carers haven't notified Nursery</p> <p>Health Visitor sessions have taken place for parents</p> <p>Pupils with more than x20 days absence lose Nursery place</p> <p>When attendance concerns are raised- parents invited in for a meeting</p>
To help children develop their understanding of different emotions including developing self-regulation	6 Parent workshops focusing on promoting positive behaviour and self-regulation- target disadvantaged pupils	Observations and assessment of behaviour	Ongoing	CT	<p>Autumn 2</p> <p>Staff meeting held in September 2021 on self-regulation. Plans for new PSED curriculum in place for summer term.</p> <p>Spring 2</p> <p>PSED curriculum will be developed by new lead in summer.</p> <p>Wellbeing activities on a Friday have had positive impact on the children's behaviour and emotional development.</p> <p>Summer 2 & Final data point</p> <p>Excellent attendance by parents to Emotional Development Workshop delivered by JG. Feedback from parents was positive.</p>

					<p>This has helped to build relationships with parents so that conversations with regards to behaviour and self-regulation can take place.</p> <p>Health Input - Family Learning Feedback 300622.pdf Parent feedback e-safety Nov 2021.pdf Physical Development - Family Learning Feedback 140722.pdf School Readiness - Family Learning Feedback 230622.pdf</p> <p>Nursery Lead (LR) identified gaps in current PSED curriculum based on new scheme of work. Planning for next academic year has been included in Yearly Overview- the implementation of this will be through daily provision in order to embed rather than standalone separate lesson.</p> <p>Next Steps:</p> <p>Prioritise PSED at the start of the academic year with this as the focus of observations- essential for progression in other areas of learning</p>
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<p>Develop the experiences offered in the curriculum</p>	<p>5</p> <p>Extend the number of experiences (trips/visitors) for children and/or parents</p> <p>Begin to provide 'spontaneous trips' which follow children's interests</p>	<p>Number of trips/ experiences offered</p>	<p>Ongoing</p>	<p>CT</p>	<p>Autumn 2</p> <p>Forest school is now happening every Wednesday, trip to the farm has been planned for April, duck eggs being delivered on 21st March.</p> <hr/> <p>Spring 2</p> <p>Farm trip 5th and 6th of April</p> <p>Ducklings in nursery</p> <p>All children have experienced forest schools and magical mystery tour to Moorways</p> <hr/> <p>Summer 2 & Final data point</p> <p>Spontaneous trips- linked to current learning have taken place- 'Tiger Who Came To Tea'- trip to local shop and road safety as well as trips to Dale Community Primary School to support transition.</p> <p>Parental workshops have taken place- health visitor, emotional development.</p> <p>Next Steps:</p> <p>Track PP pupils experiences</p>
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					Consider options for visitors now Covid restrictions are lifted.
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