

2023-2024



Dale Early Years Pupil Premium Strategy Document

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 to:

- 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 2023-2024 is £2,824.

Pupils eligible for funding:

Cohort	Eligible Pupils	Total number of pupils in the cohort	% FSM6
FS1	14	59	24%

Identified key barriers facing disadvantaged children at Stonehill Nursery:

1. High levels of deprivation
2. Low starting points; impacting upon all areas of pupils' development
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

Intended Outcome	Barrier, Rationale & Strategy	How we will measure impact	When this will be reviewed	Who will monitor	Rag Rating & Headlines
<p>To improve the quality of education.</p> <p>Continue to develop the Nursery curriculum.</p>	<p>1, 2, 3, 5</p> <p>Ensure there is planning in place so there is a consistent approach, and the curriculum is coherently sequenced: Daily staff meetings to talk about provision, which children to focus on, next steps (linked to progression documents).</p> <p>Develop provision: Introduce handwriting patterns linked to Nursery Rhymes and incorporate 'Squiggle while you Wiggle' to strengthen arms and hand.</p> <p>Develop progression in name writing at the start of the session: Continue to develop opportunities for mark making in group time including adult modelling and then consolidation time in provision.</p>	<p>Termly Data tracking</p> <p>Progress of focus pupils</p> <p>Observations</p>	<p>Termly</p>	<p>LR</p>	<p>Autumn 2 LC and LR have overviewed all planning and documentation for 2 YR/3/4-year-old- using development matters and birth to 5 merged objectives to best suit context.</p> <p>Weekly planning now clearly states PP pupils and all targeted pupils so that staff awareness is raised. Staff annotate to support assessment- staff now more aware of next steps.</p> <p>Staff meetings have focused on provision- differentiation. Upskilling staff so there is progression between 2yr old provision and Nursery.</p> <p>Handwriting patterns introduced with Nursery Rhymes- inclusive approach to support mark making- (EAL pupils).</p> <p>Training has taken place for 'Squiggle while you wiggle' - increased the number of times/weeks this is delivered.</p> <p>Next Steps: (as staffing allows), increase more.</p> <p>Group Time.</p> <p>Mark making is now more controlled. Focus on pencil grip, which hand, use and language staff are using within their teaching.</p> <p>Spring 2</p> <p>Summer 2 and Final Data Point</p>

<p>Improve the effectiveness of teaching, learning and assessment of phonics and early reading.</p>	<p>1, 2, 3, 4 & 5</p> <p>Raise the profile of the love of reading in provision: Review current provision for love of reading in Nursery.</p> <p>Identify areas in provision where the love of reading could be improved and enhance these areas including nursery rhymes.</p> <p>Continue to develop a consistent approach to the teaching of Phase 2 phonics: Provide CPD for staff including modelling, delivering sessions to their peers, watching Little Wandle CPD. Showcase communication and language in provision at parent opening evenings</p>	<p>Termly Data tracking</p> <p>Progress of focus pupils</p> <p>Observations</p>	<p>Termly</p>	<p>Autumn 2: A Book Company visited Nursery which raised money for Nursey- raised £86.</p> <p>Helped to raise the profile of Reading and books with both pupils and parents/carers.</p> <p>Each child has also received a book as a present for Christmas.</p> <p>Outdoor provision now has book areas.</p> <p>Next Steps: Book swap to take place from January.</p> <p>Within provision, changes have been made to support chn in revisiting stories previously shared- chn can play with props related to these stories and books and prompts displayed to support putting these text to memory.</p> <p>Phase 2 Phonics: Following on from staff training on phonics last academic year, using staff judgement, chn are selected when ready to access Little Wandle Phase 2. Phonics is now referred to within all provision throughout the day at every opportunity.</p> <p>Next Steps: Phonics Parent workshops to be delivered</p>
				<p>Spring 2:</p>
				<p>Summer 2 & Final Data Point:</p>