

Early Years Pupil Premium strategy statement

This statement details our school's use of early years pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our early years 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.

From April 2015 additional funding was made available from the Government to for the school to use to further support the needs of some of our 3 and 4 year old children. The 0.66p per hour funding equates to £372.20 per year if a child takes up their full 570 hours of free early education entitlement. The criteria for eligibility for EYPP is:

- Children from low income families (as defined by the criteria for free school meals)
- Children who have been looked after for one day or more (Children's Social Care)
- Children who have left care under a special guardianship order or child arrangement order in England and Wales

School overview

Detail	Data
School name	Rockwood Nursery School
Number of pupils in school	104 (autumn term)
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-26
Date this statement was published	November 2023
Date on which it will be reviewed	November 2026
Statement authorised by	V Bradshaw
Pupil premium lead	F Stringer
Governor / Trustee lead	Mrs V Bradshaw

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	Summer 2023 - £4,352.40 Autumn 2023 - £TBC Spring 2024 - £

Recovery premium funding allocation this academic year	£N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>Total estimate for 2023-24 financial year =</p> <p>£6,844.95</p>

Part A: Pupil premium strategy plan

Statement of intent

Rockwood Nursery School is set within an area of high deprivation. In 2021/22, 53.8% of the EYPP children came in below levels typical for their age in Listening, Attention and Understanding. Children whose language skills are low, often struggle with PSED skills as well due to their difficulty in sharing their thoughts, feelings and wishes appropriately. Many of our children come with limited socialisation especially after the limitation of contact during the covid years.

Our aims with the EYPP plans and support is to provide additional, small group activities and individualised plans to enable our most deprived pupils to close the gap with their peers in communication skills and personal, social and emotional skills so that they are able to access the rest of the curriculum more easily. We do this through the ongoing support from a teacher who has been additionally training in a variety of language support systems, including WellComm, ECAT and ELKLAN. We constantly aim to review and update practice from current research and development into best practice.

Challenges

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

Challenge number	Detail of challenge
1	<u>Speech, Language and Communication</u> WellComm levels are showing that children's Speech, Language are below expected. They can struggle to make themselves understood and this can lead to them becoming frustrated.
2	<u>PSED</u> Children's ACEs are having a negative impact on their PSED levels as they are struggling to share their needs and wants appropriately and self-regulate. PSED levels of progress are high, but we are still concerned that some of our children with home issues are struggling to manage their emotions and this has an impact on their ability to access other curriculum development.
3	<u>CLA and Previously CLA</u> We have a number of these children and communication and managing feelings have been a concern with the majority. Staff support all children be safe and secure, ensuring children's wellbeing is central to all our work.

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
<p>For children to access WellComm and support from the CLL teacher to improve children's speech, language and communication skills.</p> <p>For all staff to be familiar with the revised WellComm planning and monitoring systems.</p>	<p>For all staff to be familiar with the revised WellComm planning and monitoring systems.</p> <p>For EYPP children's levels of development in CLL to improve so that their progress is in line with their peers.</p>
<p>For EYPP children's PSED levels to improve using support strategies and training from staff development</p>	<p>PSED support for EYPP children enables their development to be supported by staff planning and shows increase in children achieving expected level of attainment on leaving nursery.</p>
<p>For staff to complete attachment and trauma training to enable increased understanding and planning for CLA and previously CLA children as well as children who have experienced ACEs. Nurture room developed to provide support for these children using this training.</p>	<p>Training accessed and completed by staff.</p> <p>Information used to inform planning and support systems.</p> <p>Information used to develop a nurture room to enable children who are identified by staff to access this provision to support their self-regulation and sensory needs.</p>

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: £ 0.1 time of CLL teacher (UPS3) c £5867.08 per annum

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Speech and Language champion additional 0.1 UPS3 funded to support needs of children with SAL difficulties</i></p> <p><i>Continued use of WellComm language online tracker and resources</i></p>	<p><i>Use of teacher to support staff use of WellComm and planning identified for children in each groups continues to show children do better with this intervention.</i></p> <p><i>Teacher has additional training in support strategies and systems, additional time will allow support and monitoring of children with specific language needs.</i></p>	<p>1</p>

	<p><i>WellComm levels shows progress and closing the gaps on assessments</i></p> <p><i>Ongoing analysis of all groups, in particular EYPP by staff and governors shows cumulative progress from WellComm intervention and planning</i></p> <p><i>Maths levels monitored and improved. Key vocabulary and language support strategies embedded into continuous provision.</i></p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>WellComm Speech and Language Programme continued use and support</i>	<i>Evidence of use over several years shows the positive impact this intervention has on children's progress in speech and language.</i>	1
<i>Training in Red Rose Phonetical Approach and purchase of support materials</i>	<i>There has been a significant issue with other professionals e.g. Health Visitors and Speech and Language therapists able to visit and support the children during the Covid-19 time. Communication and Language continues to be identified as area of concern on baseline assessments and identification of Special Educational Needs.</i>	1

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

Budgeted cost: £300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Embedding of children's wellbeing and mental health training by Senior Teacher and SENDCo</i>	<p><i>Information gained from training provided to teacher from LCC states that providing support for children to identify and manage their feelings and emotions supports their development.</i></p> <p><i>Evidence from Best Start in Life research:</i></p> <p><i>"Children in early years settings today will have spent a good proportion of their lives in the pandemic. They have had fewer opportunities for</i></p>	2, 3

<p><i>Staff training accessed for Attachment and Trauma training</i></p>	<p><i>social interaction beyond their immediate family because of lockdowns and social restrictions. Our research into education recovery in early years providers found that these children's communication and language skills were not as strong as those of previous cohorts. Their social skills, such as turn-taking and sharing with other children, were also less developed. A study focusing on older children starting school in autumn 2020 found that schools reported that more children were struggling with communication and language and personal, social and emotional development, as well as literacy."</i> <i>(https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-1-setting-the-scene).</i></p>	
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Total budgeted cost: £ £5867.08 + £500 + £300 = £6,667.08

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.

Monitoring systems continue to show children's development is appropriately supported and monitored. Information is provided to both the teaching staff and the governors.

Over their one or two years attendance at Rockwood (2021/2 – 2023), evidence shows that EYPP children made significant progress in Listening, Attention and Understanding in particular – from 46.2% attaining at expected level at their starting points, to 92.3% in summer 2023. The individual progress levels of children with speech and language support using WellComm continue to provide good evidence of the continued use of WellComm, as well as the support for each group by the CLL teacher to aid group planning for interventions and support.

67 pupils		Missing Assessment	Below		On Track or Higher	
Listening, Attention and Understanding	No. (%)	No. (%)	Aut2 21-22	Sum2 22-23	Aut2 21-22	Sum2 22-23
Pupil Premium	22 (32.8%)	9 (40.9%)	53.8%	7.7%	46.2%	92.3%
Not Pupil Premium	45 (67.2%)	29 (64.4%)	50.0%	12.5%	50.0%	87.5%

Over their final year in Rockwood, the gap also closed in PSED areas of Self-Regulation and Managing Self between the EYPP children and non-EYPP. This evidences that the interventions and support are beneficial to the children's development. These areas are also supporting other curriculum area development.

Reception: 67 pupils		Missing Assessment	On Track or Higher	
Self-Regulation	No. (%)	No. (%)	Aut2 22-23	Sum2 22-23
Pupil Premium	22 (32.8%)	0 (0%)	81.8%	90.9%
Change:				9.1
Not Pupil Premium	45 (67.2%)	3 (6.7%)	90.5%	88.1%
Change:				-2.4

Reception: 67 pupils		Missing Assessment	On Track or Higher	
Managing Self	No. (%)	No. (%)	Aut2 22-23	Sum2 22-23
Pupil Premium	22 (32.8%)	0 (0%)	77.3%	90.9%
Change:				13.6
Not Pupil Premium	45 (67.2%)	3 (6.7%)	83.3%	92.9%
Change:				9.6

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
Attachment and Trauma training	Jenny Nock (Burnley Inclusion Voice funded training)
Wellbeing and Mental Health training	Lancashire County Council