

## Howard Street Nursery Early Years Pupil premium strategy statement 2021/2022

This statement details our school's use of the early years pupil premium (for the 2021 to 2022 academic year) 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	Howard Street Nursery School
Number of pupils in school	75 (2 year old and 3 year old room)
Proportion (%) of pupil premium eligible pupils	28% 21 pupils
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Sandra Hartley
Pupil premium lead	Sandra Hartley
Governor / Trustee lead	Janet Cook

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£3554
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£3554

# Part A: Pupil premium strategy plan

## Statement of intent

At Howard Street Nursery School we have high aspirations and ambitions for our pupils and we believe that all learners should be able to reach their full potential. All members of staff and governors accept responsibility for Early Years Pupil Premium pupils and are committed to meeting their pastoral, social and academic needs within the school environment.

We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed. We are therefore committed to 'diminishing the gap' between Pupil Premium pupils and their peers.

Despite the small amount of Early Years Pupil Premium funding that we receive, this forms a vital part of this process, allowing us to remove barriers to learning and enable pupils to fully engage in our curriculum and school life. We aim to support our pupils by:

- Facilitating pupils' access to education
- Facilitating pupils' access to the curriculum
- Providing opportunities to develop resilience, confidence and teamwork

## Challenges

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

Challenge number	Detail of challenge
1	Pupil's social, emotional and mental health needs impact on their resilience, self-esteem and self-confidence – Covid Lockdowns have increased social, emotional and mental health needs of pupils and their families.
2	Pupils have poor language skills, including limited range of vocabulary, linked with limited life experiences.
3	Pupils have limited experiences beyond their home life and immediate community.
4	Reaching age related expectation in Reading, Writing and Maths within each year group.

5	Pupil's attendance is not in line with the national and persistent absence is high.
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## 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
Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	<p>Support in place for parents/families to ensure that the basic needs of children are being met in order that children are increasingly ready to learn.</p> <p>Fewer welfare issues are recorded for disadvantaged pupils.</p> <p>Pupils to be confident, resilient and have higher self-esteem</p> <p>A 'curriculum experiences' programme of additional outdoor and indoor activities that support readiness for school, resilience and confidence building.</p> <p>Early Help in place that support families to enable children attend school regularly, where needed.</p>
Pupils have improved vocabulary when communicating in everyday general conversations and learning opportunities.	<p>Pupils have an increased level of vocabulary beyond basic communication.</p> <p>Pupils use a wider range of vocabulary when discussing knowledge gained through learning opportunities and in general conversations.</p>
A broad and balanced curriculum will be delivered to all pupils, including a range of opportunities for pupils to take the learning 'outside the classroom', making maximum use of the local environment.	A 'curriculum experiences' programme of additional outdoor and indoor activities: a programme of sessions with trained instructors including outdoor rafted canoes, indoor climbing, outdoor forest School, an annual theatre visit and farm visit and visiting musicians (Jo Jingles), rock pool rangers (Aqualease) and sports leaders (RKix) is in place to support pupils with experiential learning, development of vocabulary, physical

	<p>development, knowledge and understanding of the world resilience and confidence building.</p> <p>Teachers and support staff will plan a wide range of visits/events/experiences to inspire/enhance learning and make it memorable.</p> <p>Educational Day Visits are free so that pupils can take part in learning off site that will enhance their learning and no child 'misses out' due to affordability.</p>
<p>To reach the age-related expectation for reading, writing and maths within each year group. Pupils make expected or better attainment in basic skills.</p>	<p>Differences seen on entry to the 3 year old room (by children who have attended the 2 year old room) are diminished over time.</p> <p>Pupil Premium pupils to attain and progress in line with Non Pupil Premium pupils.</p>
<p>Attendance for Pupil Premium pupils improves and persistent absence reduces.</p>	<p>Attendance data indicates that the gap to national closes.</p> <p>Pupil Premium pupils attend school regularly and become less likely to be persistent absentees.</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: A) £1646, B)£1930-total PP grant =£3576

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A) Extension to the contract of the family worker (0.1) to support the needs of vulnerable/pupil premium children and improve attendance and punctuality-29 x weeks approximately 10 weeks each term) of ½ days of pastoral support a £1646</p>	<p>EEF-Existing evidence suggests that Social and Emotional Learning (SEL) strategies can have a positive impact on social interactions, attitudes to learning, and learning itself. On average, children who follow SEL interventions make around three additional months' progress in early years settings and reception classes. Though, on average, all children benefit, there is also some evidence that social and emotional approaches can benefit disadvantaged children more than their peers</p>	<p>2 4</p>
<p>B) Employment of a portion of the Outdoor Team at Greenbank (2xTA3s for 5x1/2 days and 2xTA3s and 1XTA4 for 3x full days) to support pupils with LOTC and Adventurous Pursuits opportunities- £1930</p>	<p>EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence. Pupils have limited life experiences and as a result a limited amount of vocabulary. The Outdoor Learning that takes place supports the development of rich and varied vocabulary that can also link back to vocabulary used in the subjects being taught in the classroom. Everyday vocabulary and conversational vocabulary can be also extended as part of the pupil's participation in the Outdoor Learning opportunities.</p>	<p>1 2 3 4 5</p>

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

Budgeted cost: £ Already costed

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEN support in the newly refurbished sensory room from Spring 2 2022	EEF –.	2 4
Vocabulary development and speaking and listening skills through Blast and Elklan	EEF-	2 4

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

Budgeted cost: Already costed

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a family worker and recruitment of a new administrative assistant with experience of making improvements in attendance	<p>EEF – social and emotional learning – improves interaction with others and self -management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.</p> <p>EEF toolkit– Parental engagement Families that are directly Improved attendance for identified families.</p> <p>As a school that has a high level of vulnerability and an increased involvement with Social Services and other agencies it is essential that we know our pupils and can spot triggers that will affect</p>	1 5

	education eg: attendance and learning.	
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**Total budgeted cost: £ 3576**

## 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 2020 to 2021 academic year.

Due to the pandemic, curricular coverage was a mixture of face to face teaching and online learning. There were obviously periods of isolation for classes/pupils which impacted on teaching/learning. Activity packs were provided for all learners at the nursery and online learning opportunities were provided through the website.

Vulnerable and SEND children were phoned or visited regularly in order to ensure their well-being was supported.

All pupil engagement was monitored through the use of registers during live lessons and Google Classroom assignments.

Internal data for the 2020-2021 academic year was difficult to monitor and capture due to the erratic nature of the attendance of the children due to:

- the anxiety of parents
- the non-statutory nature of attendance at nursery
- closures due to insufficient staffing levels during high periods of staff infection
- lockdowns and bubble closures

### 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
Tapestry	

## 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?	NA no service pupils attend Howard Street Nursery.
What was the impact of that spending on service pupil premium eligible pupils?	NA no service pupils attend Howard Street Nursery.