

Pupil premium strategy statement

This statement details our school's use of pupil premium 2022-2023 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 – 3 Year Plan

Detail	Data		
School name	Lillian de Lissa Nursery School 2022-2023	Lillian de Lissa Nursery School 2023-2024	Lillian de Lissa Nursery School 2024-2025
Term	Au22/Sp23/Su23	Au23/Sp24/Su24	Au24/Sp25/Su25
Number of pupils in school	3-4 yr olds		
Proportion (%) of pupil premium eligible pupils	PP 34/35/49	PP 27/	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025		
Date this statement was published	19.10.22		
Date on which it will be reviewed	19.10.23 per yr		
Statement authorised by	Michelle Slymn	Sally Appadu	
Pupil premium lead	Sally Appadu	Sally Appadu	
Governor / Trustee lead	Lorna Rose		

Funding overview

Detail			Amount
	£9.00 per child per week	£9.30 per child, per week	
Pupil premium funding allocation this academic year	£16758.00 per annum	£9541.80 per annum	
	-	£0	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	-	£0	£0
Total budget for this academic year <i>This is variable as children join us thorough out the year.</i>	£	£	£

Part A: Pupil premium strategy plan

Statement of intent

Aims and Objectives 2022-2023, 2023-2024,2024-2025

Our intention is that all children, irrespective of their background or the challenges they face, make good progress and are on track in all areas of the Early Years Foundation Stage when they leave us to go to Primary School. The focus of our early years' pupil premium strategy is to support disadvantaged pupils to achieve that goal and close any gaps in their knowledge or skills.

Our curriculum is child led, so each child's learning journey is unique and based on their individual needs and interests. We address every child's needs by responding to data we collect at regular periods in the academic year using 'Target Tracker'. This allows us to provide the best possible learning opportunities for all children.

Closing the learning gaps for Pupil Premium children is addressed after getting to know the children and examining the base line and development data to see where the gaps are. We also use the 'Leuven Scales of Well Being and Involvement' to assess our children's needs.

Lillian de Lissa Nursery School employs an artist in residence who supports the children to engage with creative challenge and provocations in an enabling environment. Our past experience has shown that creative investigation and exploration can benefit learning in all areas of the curriculum and when these interventions are targeted to meet the needs of disadvantaged pupils can be very successful. This is inclusive practice and involves a range of adaptive teaching and learning opportunities. We want the children to feel that they are being listened to, supported, encourage to make decisions, take risks and solve problems creatively.

Using a language-rich, play-based creative provision our aim is to address the challenges our Pupil Premium children face, in accessing all areas of the Early Years Curriculum.

Challenges

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

Challenge number	Detail of challenge
1	<p>Communication and Language</p> <p>Establishing a good level of trust and understanding is vitally important within our cohort of children and families. We have a large number of children who have English as a second language so we need to be fully aware all types of communication.</p> <p>The majority of our disadvantaged pupils have lower levels of social communication, speech, and vocabulary than their peers. They are arriving at nursery with social communication skills below that expected of their age. This may also be attributed to disadvantaged children having less access to books, enrichment activities and educational toys outside of school, thus impacting on language and vocabulary development.</p>
2	<p>Physical Development</p> <p>For many of our disadvantaged pupil's physical development opportunities are limited, often due to lack of access to a garden and experiences in outside spaces. They sometimes live in flats or houses with no gardens so have very little experience of whole body physical learning.</p> <p>This can result in less developed gross motor skills and understanding of the natural world. Less developed gross motor skills can affect posture and the development of fine motor skills, significantly affecting writing ability in the later educational phase.</p>
3	<p>Knowledge and Understanding</p> <p>Our PP children start with us having limited experience of the world: people, other cultures, science, nature, numbers etc</p> <p>This can result in improper knowledge and use of equipment, inappropriate choices, bewilderment, and can be a barrier to learning. Lack of experience is limiting to childrens development and academic growth and also lessens the vocabulary they are aware of.</p>

Intended outcomes 2022-2023

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.

All of the successes will be evident in our Target Tracker data.

Intended outcome	Success criteria
<p>Improved levels of communication, understanding and use of language. Improved speech, language and vocabulary</p>	<p>A greater and more varied use of vocabulary will improve skills in communication and therefore building friendships which can lead to higher levels of P.S.E.D.</p> <p>Children are exposed to and use new vocabulary learnt through their everyday play and conversations, through consistent high quality indoor and outdoor experiences, high quality teaching, and through both internal and external enrichment opportunities. Improved language and vocabulary positively impacts all areas of learning, children's knowledge, children's confidence and children's social communication.</p>
<p>Gross and fine motor skill development evident in all learning environments.</p>	<p>Co-ordination skills will be more developed enhancing movement and physical learning possibilities.</p> <p>Children access opportunities daily, both indoors and outdoors, that positively impact their gross motor skills. Children's gross motor skills strengthen. They have increased control over their torso, larger muscle groups and limbs. Children are experienced and skilled in large scale movement. Where applicable, children are ready for the demands of table sitting, posture stamina and writing in the next phase of the education.</p>
<p>Knowledge and skills to be strengthened and confidence boosted.</p>	<p>The frequency and range of children's personal experiences increases their knowledge and sense of the world around them.</p> <p>Greater levels of involvement and autonomy will be evident in children's learning journeys.</p> <p>A wider understanding of materials, concepts and culture.</p>

Activity in this academic year 2022-2023

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £

Activity	Evidence that supports this approach (Information gathered through baseline assessments, Wellcomm assessments, observations of children, initial meetings with parents and ongoing informal discussions with parents)	Challenge number(s) addressed
<p>Access to 'open ended materials' to provide regular and ongoing creative experiences for:</p> <p>Problem solving, sensory exploration, investigating material properties, autonomy, etc</p>	<p>An 'inquiry led' pedagogy encourages communication and language, physical development and improves the knowledge and understanding of a wide range of materials and concepts.</p> <p>Children will have one-on-one support in engaging with a wide range of materials methods and techniques.</p> <p>Using 'Sustained, Shared, Thinking' techniques will boost confidence and independent working.</p>	1,2,3
<p>Specific projects will be developed around the skills needing to be developed and the interests of the Pupil Premium children. The artist will provide genuine experiences using professional language to engage the children.</p>	<p>Monitoring the development of P.P children using our knowledge of the 'Leuven Scales of Well Being and Involvement' and Target Tracker we will adapt projects to develop in a child-centred way to fit their needs and interests.</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion have a high impact on reading: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</p>	1,2,3
<p>Small group work will allow the time and space for children to engage with activities in their own time for example, Planting seeds outside</p>	<p>We know that working with small group can be more effective in keeping children engaged for a longer time. A practitioner must be aware of the children learning styles/schemas/preferences to encourage a connection and make the child feel enabled.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,2,3

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention work will be facilitated with identified children. -Consistent use of Wellcomm to improve language skills	During discussions at Pupil progress meetings, gaps in pupils learning will be identified. Targeted intervention will be tracked and documented.	1,2,3
Targeted intervention work by key workers for children with SEN and on early support plans.	During discussions at Pupil progress meetings, gaps in pupils learning will be identified. Attention Birmingham is a toolkit we use routinely to improve the attention skills of our children	1,2,3

Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on Child Development/Life Skills - Providing situations for children to interact and learn from each other whilst working as a team and independently, supports social and emotional development needed for children's smooth transition to Reception Class.	Ongoing creative documentation will evidence the relationship transactions between children and children, and children and adults. Skill development opportunities will be made available as part of continuous provision – P.P children will be supported by Lorna Rose. (22-23) These will be recorded in observational notes and then added to their learning profiles. Gross motor skills affect wellbeing and give children opportunities to socialise in play. Confidence and coordination in gross motor skills are essential for children in developing their fine motor skills. https://help-for-early-years-providers.education.gov.uk/physical-development/gross-motor-skills#whygross-motor-skills-are-important	1,2,3,

Total budgeted cost:

Part B: Review of outcomes in the previous academic year

Externally provided programmes - This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Programme	Provider
Routine, weekly access to working with a professional artist exploring creative methods, investigation and problem solving. - All interventions based on Target Tracker data and fine-tuned to meet the P.P needs of the children.	Lorna Rose – Artist and Creative Facilitator 22-23

Below are two documents that show the baseline data in Sept 2022 when the academic year started and then the distance travelled up to July 2023 at the end of the academic year.

This information shows the distance travelled for each student and the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Reception: 51 pupils		Missing Assessment	On Track or Higher
Listening, Attention and Understanding	No. (%)	No. (%)	Aut1 22-23
Pupil Premium	27 (52.9%)	3 (11.1%)	45.8%

Change:

Reception: 51 pupils		Missing Assessment	On Track or Higher
Self-Regulation	No. (%)	No. (%)	Aut1 22-23
Pupil Premium	27 (52.9%)	3 (11.1%)	41.7%

Change:

Reception: 51 pupils		Missing Assessment	On Track or Higher
Gross Motor Skills	No. (%)	No. (%)	Aut1 22-23
Pupil Premium	27 (52.9%)	3 (11.1%)	50.0%

Change:

Reception: 51 pupils		Missing Assessment	On Track or Higher
Comprehension	No. (%)	No. (%)	Aut1 22-23
Pupil Premium	27 (52.9%)	3 (11.1%)	37.5%

Change:

Reception: 51 pupils		Missing Assessment	On Track or Higher
Number	No. (%)	No. (%)	Aut1 22-23
Pupil Premium	27 (52.9%)	3 (11.1%)	37.5%

Change:

Reception: 51 pupils		Missing Assessment	On Track or Higher
Past and Present	No. (%)	No. (%)	Aut1 22-23
Pupil Premium	27 (52.9%)	3 (11.1%)	33.3%

Change:

Reception: 51 pupils		Missing Assessment	On Track or Higher
Creating with Materials	No. (%)	No. (%)	Aut1 22-23
Pupil Premium	27 (52.9%)	3 (11.1%)	41.7%

Change:

Change Key:

Increase in %

Decrease in %

Unchanged

Rec - All Pupils (51 pupils)

Reception: 51 pupils	
Listening, Attention and Understanding	No. (%)
Pupil Premium	27 (52.9%)

Change:

On Track or Higher	
Sum2 22-23	
63.0%	

Reception: 51 pupils	
Self-Regulation	No. (%)
Pupil Premium	27 (52.9%)

Change:

On Track or Higher	
Sum2 22-23	
63.0%	

Reception: 51 pupils	
Gross Motor Skills	No. (%)
Pupil Premium	27 (52.9%)

Change:

On Track or Higher	
Sum2 22-23	
81.5%	

Reception: 51 pupils	
Comprehension	No. (%)
Pupil Premium	27 (52.9%)

Change:

On Track or Higher	
Sum2 22-23	
55.6%	

Reception: 51 pupils	
Number	No. (%)
Pupil Premium	27 (52.9%)

Change:

On Track or Higher	
Sum2 22-23	
51.9%	

Reception: 51 pupils	
Past and Present	No. (%)
Pupil Premium	27 (52.9%)

Change:

On Track or Higher	
Sum2 22-23	
51.9%	

Reception: 51 pupils	
Creating with Materials	No. (%)
Pupil Premium	27 (52.9%)

Change:

On Track or Higher	
Sum2 22-23	
66.7%	

Change Key:

Increase in %

Decrease in %

Unchanged