

Pupil premium strategy statement – Norcot EYC

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

By utilising the EY pupil premium funding, we hope that the children will make good progress during their time at Norcot, particularly improving their development in speaking and listening and social skills.

As a nursery school we are unsure of the numbers of children eligible for Early Years Pupil Premium (EYPP) each year and are therefore unable to make any firm financial commitments. We continually review our strategy throughout the year as new children join us each term (and are identified as eligible for Pupil Premium funding).

Our pupil premium children often have limited experiences in their home life e.g. looking after a pet, baking, gardening, visits to external places.

Money will be used to provide resources to enable children to experience these activities e.g. plants, soil, baking ingredients, pet food etc. Using outside providers to enhance our curriculum and provide children with more awe and wonder opportunities e.g. trips to the park to feed the ducks, experience the life cycle of butterflies, a trip on a bus, visiting farms, opportunities for sport.

Money will be spent to facilitate the learning opportunities and experiences outlined in the [Norcot Charter](#) to provide breadth of curriculum. Engagement in the breadth of curriculum on offer is high. Children enjoy and talk about their experiences (evidenced on Tapestry)

We measure the progress of children's language against children's Learning Intentions and next steps for learning and ensure they are on track to meet the end points in Communication and Language. We pay staff to attend weekly CPD sessions to ensure that they have the skills to support all Children at the Centre.

A small group of families receive external support from our Centre Development/Safeguarding & Welfare Lead to deal with situations that can impact upon attendance, learning, behaviour and welfare of pupils.

Children are living in home environments that are affected by Covid and the cost-of-living crisis. Children may have been living in an environment with emotional stress and trauma. To fund additional sessions and staff member time to attend relevant meetings and appointments to support parents and model positive parenting strategies.

There is a coordinated approach to attending meetings and supporting children and families. Supporting parents and their children to access all areas of learning – research (EPPSE) suggests the importance of the home learning environment is the most significant indicator of a child's successful outcomes throughout their school life. We use Tapestry to engage parents by suggesting a home learning extension/embedding activity for each observation. We provide information on the weekly topic and suggestions of ways parents can support their children's learning at home.

We engage parents through daily contact and regular focus meetings. Improved long term outcomes for children, good progress in areas addressed. Parents to feel empowered to support their child's learning. We record stories and songs for key topics on Tapestry to model good practice, upskill parents and increase their confidence when teaching their children.

School overview

Detail	Data
Number of pupils in school	121
Proportion (%) of pupil premium eligible pupils	19% (23 out of 121 EYPP)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	November 2023
Date on which it will be reviewed	Covers 2022/23 Academic year so a new one will be written for 2023/24 Academic year
Statement authorised by	Katarina Bingham
Pupil premium lead	Helen Walsh
Governor / Trustee lead	Chris Armstrong- Stacey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 20,277
Recovery premium funding allocation this academic year	£ -
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 20,277
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 20,277

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Child starts the day hungry, unsettled with little energy
2	Lack of social skills especially at snack times, meals times
3	Children come from disturbed family lives, very unsettled, lacks confidence

4	Readiness for Nursery– many children need support to develop active learning and independence skills when starting nursery
5	School Readiness for children from disturbed family lives, very unsettled, lacks confidence
6	Lack of language and social skills
7	Lack of opportunities outside of Nursery
8	Poor attendance impacts learning and development

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
EYPP Children make Good Progress	Assessment shows attainment in line with non-PP Children
EYPP Children develop good communication and Language skills	Develop Good Communication skills – meet assessment criteria
Gap Narrowed between EYPP and non EYPP	Assessment shows attainment in line with non-PP Children
Support parents to get help if needed	Parents feel empowered to take control dealing with external agencies and to get support

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: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Weekly CPD sessions for staff including</i> - Sensory processing and self-regulation - CPD: Forest School - CPD: Positive Behaviour Management Strategies - CPD: Children's Mental Health and Well being - Focus Stories	Staff are equipped to support children	2, 3, 4,5,6,7

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

Budgeted cost: £ -

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £ 19,277 (from Pupil Premium budget rest funded from main budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide daily Breakfast Club for children	Nutritious breakfast, child not hungry calm start to the day	1

Daily lunch time care	Positive experience at meal times, development of social skills	2
Centre Development/ Safeguarding Lead's time on individual basis for families Support with housing, child protection meetings, domestic abuse advice, accompanying to the professional meetings, helping to access family services, advice on finance and debt, resettlement support, adult education support, local community engagement providing advice for topics such as toilet training and consistency, making referrals to Early help and Children's single point of access, making wellbeing calls, checking in on families and being a listening ear.	Families feel supported, more confident, more knowledgeable, settled, children happy and settled.	3
Starting nursery. Children offered to attend New Starters group with Parents run by Head of Centre and Safeguarding/Welfare Lead. Staggered start times and additional keyworker support for children that struggle to separate from Parent/carer Improved self-regulation skills to enable them to access the curriculum fully.	Improved self-regulation skills to enable them to access the curriculum fully	4
Visit and meetings with the primary for school/	School place achieved in time at appropriate school, Smooth transition to the primary school, child less apprehensive	5

Support to parents with School Applications very unsettled, lacks confidence Visit and meetings with the professional/ Support to parents with School Applications, appeals and induction process School place achieved in time at appropriate school, child less apprehensive		
Skills Learning through Nature walks Wood site- Forest school Help to develop communication and social skills	Help to develop communication and social skills	6
Skills Focus Group Sessions for small groups of children Individual action plans written to identify areas of weakness in aspects of learning, focus learning opportunities planned, child making progress in targeted areas	Individual action plans written to identify areas of weakness in aspects of learning, focus learning opportunities planned, child making progress in targeted areas	6
Experience Norcot Library Visits Help to develop love for reading	Help to develop communication and social skills	6
Ali's Yoga Stars – weekly yoga sessions <i>(Autumn Term 2022)</i> Yoga helps children manage their anxiety. Yoga improves children's emotional regulation. Yoga boosts children's self-esteem.	Help to develop communication and social skills particularly developing descriptive language Music is essential for child development, memory and the brain! It helps children who may struggle with communication or who are very quiet to find another voice and express themselves through a new and different way!	7

Yoga enhances children's concentration and memory. Yoga develops children's strength and flexibility. Help to develop communication and social skills particularly developing descriptive language. Groovy Movers – weekly dance sessions <i>(Spring 2023)</i> Through Listening, mimicking sounds and singing children develop their speech and language, communication and increase vocabulary. We also had visits from a Dental Nurse and a Music man. Earthsong: Multicultural Music Workshops <i>(Summer Term 2023)</i> Children Exploring soft and loud, fast and slow music with clapping, shakers and movement		
Parent workshop ran included - Help I am a parent, Mental health and wellbeing	Parents given support advice and signposted. Parents feel empowered to deal with situations.	3 & 5
Attendance Monitoring Daily calls to monitor reasons for non-attendance for safeguarding Offer of support for parents who struggle to	Non-attendance reported more quickly All absences accounted for	8

get children in on time or in to Nursery at times		
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Total budgeted cost: £ 20,277

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

23% of our children had EYPP 2021/2022

For 2021 / 2022 academic year we hoped to narrow the gap between EYPP and non EYPP for this year the impact of Covid still played a huge factor in our overall attainment data so it is more difficult to determine the impact the funding made.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

To ensure cultural capital and extra curriculum enrichment for PP/disadvantaged we have provided Forest School in Woodside as well as trips to our local park or to the river where, for example, the children were able to feed the ducks. Some had an experience of using a public transport and went to town by bus where they visited the library. This had a positive impact on their communication skills; the children were chattier and more confident to speak while outdoors.

The development of Maths skills was particularly evident through a trip to Waitrose, where the children were able to use money to buy ingredients (they wrote their shopping list beforehand) and then participate in a cooking session. This improved children's maths vocabulary, especially in measure. Listening to musical instruments through a visit from a musician, and being able to hold a range of instruments, provided children with a powerful experience; being able to 'have a go' at playing the instruments is particularly memorable, and this helped to improve children's confidence.

Factors occurring at home often have a detrimental impact on the whole family and the child's learning and development. It is our intention to help support and signpost families in a variety of ways to support them to provide the best outcomes for their child. A number of referrals have been made. We have supported parents with paperwork such as completing DLA forms to enable them to receive financial support. For those who struggled financially, we have paid for wraparound care or allowed the children to attend additional sessions, free of charge. Other support included completing school applications, school appeals, signposting for housing advice, and tax credits, PIP, finances etc. To enable parents to help their children at home we have provided a range of educational resources, toys and other creative resources and furniture. We have signposted mental health resources and made regular wellbeing calls, as well as sourcing and providing food parcels. The impact of parental support enables the families to feel empowered by giving them the support, guidance and tools to enable them to be able to do things for themselves.