

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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

Detail	Data
School name	Alfreton Nursery School
Number of pupils in school	56 (September 2023)
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	20.09.23
Date on which it will be reviewed	Autumn 23
Statement authorised by	Emma Haywood
Pupil premium lead	Amanda Hubball
Governor / Trustee lead	Gill O'Hagan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£2,800
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£2,800

Part A: Pupil premium strategy plan

Statement of intent

To ensure that children in receipt of pupil premium funding are able to access their learning with the same freedom that their peers do. Any obstacles that present challenges based on their vulnerable grouping, will be removed and a fully inclusive learning environment, with high aspirations for all, will prevail.

Our Pupil Premium Strategy works towards achieving this inclusivity by addressing specific barriers to progress, support with emotional regulation, access to high quality outdoor education, enhancement sessions to support with SALT and a highly aspirational school ethos.

Our key principles for the strategy plan are

High aspirations, individuality and inclusivity

Challenges

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

Challenge number	Detail of challenge
1	Poor emotional regulation
2	Poor speech and language development
3	Low family aspirations
4	<i>Lack of access to the outdoors</i>
5	<i>Low levels of mental health within family homes – impacting on children’s wellbeing and attendance</i>
6	<i>Increased safeguarding incidents – impacting of children’s wellbeing and attendance</i>

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
Greater self-regulation within social situations and growing confidence and self-esteem. Enhancement groups support with the development of co and self-regulation in a climate of metacognitive learning.	Social and personal progress is made for those children who find emotional regulation difficult to manage. Children are more able to reflect on thinking and behaviour in order to make conscious choices.
For children to access SALT, within a framework of metacognition and blank levels as appropriate, to support their development, enabling them to communicate more effectively	Increased rates of progress for children where speech and language has been a barrier to learning, using ELKLAN and metacognition as a vehicle for progress
For families to feel a sense of pride in the achievements of their children and celebrate attainment with a view to future success	Family engagement through Tapestry and attendance at drop-ins, open days, consultations etc. Positive family feedback in relation to pupil progress and engagement.
Children have daily access to a diverse, well planned and creative outdoor experiences and attend outdoor groups to develop a love for nature and to learn outdoor skills, e.g. to ride a bike, kick a ball, dance . . .	Progress is demonstrated through data analysis and well-being is assessed as higher, through Ferre Laevers. Families feel supported to understand and appreciate outdoor play/learning.
Increased access to outdoor professionals, developing skills and fascinations in outdoor experiences, e.g. dance and music, football . . .	Children to have experienced a diverse range of creative and physically challenging activities. Wellbeing and mental health benefits to have been case studied.
Explicit support from family liaison worker in school - -following up on phone calls daily to support families and arranging social events for family networking.	Increased rates of attendance and children who are able to build on their learning and form sustainable relationships in school. Family connections are better established leading to less isolation within our community.
MHFA in school liaising with most vulnerable families and pastoral support given to families in need	High standard of school-family communication and families fully supported to maintain attendance of children in school.
Coaching ethos implemented into school practice.	Staff confidence and competence increased when working through professional challenges and supporting vulnerable families

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
<p><i>MetaMe approach to support emotional regulation and social awareness. This will be extended from intervention sessions into continuous provision.</i></p> <p><i>Continued training for all staff within school, costing CPD time.</i></p>	Data and research driven.	1
<p><i>S&L input for every child in need, is accessed regularly throughout each week</i></p> <p><i>This requires one trained member of staff for two full days every week</i></p> <p><i>Nursery to employ a SALT to work on the Elklan and ECAT approaches in school</i></p>	National and local authority recognition, as well as data informed.	2
<p><i>AMA provision in school, encouraging high aspirations for all children, including those in receipt of Pupil Premium. Use of metacognition and P4C strategies to embed creative and critical thinking</i></p> <p><i>Continued training for staff in school – CPD costs</i></p>	Raising of standards, leading to increased pupil attainment levels	3
<p><i>Access to Mindfulness in the Solar Dome, Forest Schools, STEM</i></p>	Mental Spiritual and physical health focus – national agenda.	4

<i>Hive, Earth Elves and all outdoor curriculum spaces. Focused groups to enhance skill development, as well as a more open-ended approach to all children. Purchasing of solar dome resources and equipment for outdoor natural spaces, to increase engagement</i>		
<i>Outside agencies working in school to support the development of music, dance and gross physical skills. Cost for OPUS Music and Kixx</i>	Research into mental health and the Arts – National focus	4
<i>Staff to training in the ethos of coaching. Cost of coaching sessions.</i>	Support strategies internally and externally. Peer on peer strategies to support staff as well strategies to support vulnerable families	5 & 6

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

Budgeted cost: £800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Love Heart Group weekly and staff trained in delivery of MetaMe approach. Continuous provision focus, designed to expose targeted children to specific concepts and understandings with a metacognitive foundation.	Research based approach and data driven	1
SALT – internal one to one support for two full days each week and external professionals. Further training on the Elklan approach to use blank levels with targeted children.	Data driven evidence to support the impact of intensive input	2

Staff training and child support in the areas of Expressive Art and Physical development. Extended training through the Thinking Moves approach curriculum delivery.	Inclusive approach by all staff for all children, impacts on the whole school values and ethos	3 & 4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Mental Health First Aid support for families is provided. Drop-in sessions are supported in school for families to access food and information on social issues, e.g. housing, debt . . . Social family networking opportunities are facilitated in school. Costs incurred due to staff time</i>	National agenda on increasing access to mental health support. Trusting and open relationships with school community will improve attendance, reduce safe guarding risks and increase wellbeing for children	3, 6 & 6
<i>Designated family liaison worker in school to communicate with vulnerable families daily. Costs incurred due to staff time.</i>	Increased rates of attendance supporting mental health of local community and wellbeing of children in school	5
<i>Drop-in sessions from pastoral care for vulnerable families in need of practical and emotional support. MHFA time given to support families in crisis. Coaching training being given to all staff</i>	Increased rates of attendance supporting mental health of local community and wellbeing of children in school. Increased safeguarding around families at risk of DA, poverty . . .	5 & 6
<i>Tapestry has been used to maintain daily contact with vulnerable families and also to</i>	Regular access to contact reduces isolation and anxiety, thus improving relationships and wellbeing.	1

<p><i>promote family support more widely.</i></p> <p><i>Through the use of our website, video support for families is available.</i></p>		
<p><i>All staff have been trained and are now 'Trauma Aware'.</i></p> <p><i>The trauma aware practice is embedded into the MetaMe approach in school.</i></p> <p><i>A hierarchy of vulnerability is produced termly, raising awareness within the staff team of those families who need additional support.</i></p>	<p>Increased knowledge and understanding of personal and social behaviours in and out of school, supports empowerment and self-regulation.</p>	<p>1</p>
<p><i>Trauma and Attachment specialist in school implements a daily enhancement session to support children experiencing emotional dysregulation.</i></p>	<p>Increased understanding of need and increased levels of personalised support for every child in need.</p>	<p>1</p>

Total budgeted cost: £ 2,800

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.

Out of 8 children (in receipt of pupil premium) with whom we had concerns around curriculum attainment, every child made good or outstanding progress in at least one area. Our strategies for bringing enhanced strategies into continuous provision had increased impact on attainment.

However, due to poor attendance, many of these children still accessed limited input. Poor attendance was the primary contributory factor, along with poor mental health within families. We have made efforts to address these issues.

For example, we have created a role in school for daily family liaison. This is designed to improve attendance amongst our most vulnerable families.

The introduction of a coaching ethos in school, will better equip staff with skills to support the complex needs of our families and support each other with the demands faced when working with challenging children's behaviour.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

- *Expand focused intervention strategies into continuous provision, especially those centred around behaviour, emotional regulation and socialisation.*
- *Philosophical enquiry based curriculum, promoting compassion, inclusion and respect for all*
- *Ferre Laevers to monitor and assess well-being and involvement in learning*
- *Curriculum based interventions to boost attainment and accelerate progress for all children*
- *Additional external agency support with speech and language*
- *STEM based learning focus to nurture curriculum fusion for creative thinkers.*
- *Fully differentiated continuous provision, with a focus on caring, collaborative, creative and critical learners.*