

# Pupil Premium Strategy Report 2024 - 2027



## School context

Detail	School Info.
School name	Alfreton Nursery School
Number of pupils in school	66
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Sept 24 – Sept 27 3 year plan
Date this statement was published	September 24
Date on which it will be reviewed	September 25 & September 26
Date on which it will be updated	September 27
Statement authorised by	Emma Haywood
Pupil premium lead	Amanda Hubball
Governor / Trustee lead	Gill O'Hagan

## Funding overview

Detail	Amount		
	Sept 24	Sept 25	Sept 26
Pupil premium funding allocation this academic year	£6,208*	£6,208*	£6,208*
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	£6,208*	£6,208*	£6,208*

**\*Estimates**

**THE PUPIL PREMIUM TIERED MODEL**

**Part A:**  
**Alfreton School Premium of Intent**



**Intent**  
**Nursery Pupil Statement**

*To ensure that children in receipt of pupil premium funding are able to access their learning with the same freedom and success that their peers do. Any obstacles that present challenges based on their vulnerable grouping, will be addressed 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 and cognitive regulation,*
- *access to high quality education leading to wellbeing,*
- *enhancement sessions to support with SALT & Physical Development and*
- *a highly aspirational school ethos.*

*Teaching will be implemented through the dual lens of vulnerability and high aspirations, ensuring teachers reflect at all points of delivery, on the accessibility of the learning. Children will be taught according to individual need, not labels.*

*Our key principles for the strategy plan are: high aspirations, individuality and inclusivity*

**5 key barriers to success**

<b>1</b>	<b>Poor attendance</b>
<b>2</b>	<b>Poor speech and language</b>
<b>3</b>	<b>Low emotional and cognitive regulation</b>
<b>4</b>	<b>Significant vulnerabilities within the home/family/child’s history</b>
<b>5</b>	<b>Low levels of physical development</b>

**Key spending to address barriers:**

<ul style="list-style-type: none"> <li>• Family liaison staff</li> </ul>	<b>£1,239.03</b>
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• Speech and Language Therapist	£2,400
• Subject leadership – deeper subject knowledge	£800
• Staff Enhancement CPD – BUSS, Elklan, P4C & Metacognition	£800
• Breakfast provision	£840
• MHFA CPD & Wellbeing provision	£268

## Part B: Impact

### Intended Impact from Implementation of Pupil Premium Strategy 2024 - 2025

Reference	Barrier/Challenge	Impact
1	Poor attendance	Attendance figures for children in receipt of pupil premium are at a minimum of 90%, as a result of daily access to family liaison staff and first day contact for absence.
2	Poor speech and language	Increased rates of progress in C&L for children where speech and language has been a barrier to learning, using ELKLAN, P4C and metacognition as vehicles for progress
3	Low emotional and cognitive regulation	The attainment gap has closed within the area of PSED, as a result of focused input on emotional and cognitive regulation.
4	Significant vulnerabilities within the home/family /child's history	Through family liaison, pastoral support and access to our adult MHFA, families feel supported and are able to be open about family complexities.
5	Poor levels of physical development	Through deeper subject knowledge around physical development and the links to PSED, subject leader and link practitioners will be trained in varied approaches to enhancing current provision for physical development. This will be cascaded to the rest of the team and will impact positively on all levels of physical provision.

## Part C:

### Pupil Premium Statement of Implementation 2024 - 2027:

This report focuses on specific provision which is being developed in school, to meet the identified needs of pupil premium children, vulnerable learners and all children who receive our universal educational offer. This report specifies distinct provision which is in addition to continuous curriculum provision and has links to the SIP.

#### Targeted provision for children in receipt of pupil premium:

Teaching (for example, CPD, recruitment and retention)

- SALT is employed to ensure that children receive specialist support (barrier 2)
- Staff are trained on different physical development enhancements in school. (barrier 5)

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

- One to one S&L support weekly (barrier 2)
- Specific data led literacy focus group, zooming in on reading and writing (barrier 2)

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

- A healthy breakfast is provided daily (barrier 3 & 4)
- MH First Aider receives annual CPD (barrier 1 & 4)
- Family liaison/pastoral staff are employed and CPD is an entitlement to role. (barrier 1 & 4)
- A range of physical development models are used to support children with PSED and physical development targets. (Barrier 5)

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**Targeted provision for children in receipt of pupil premium and all vulnerable learners, based on assessment and analysis of need:**

Teaching (for example, CPD, recruitment and retention)

- *Nursery to employ a SALT to work on the Elklan and ECAT approaches in school*
- CPD to sustain and develop staff skills in the use of metacognition and P4C strategies, embedding creative and critical thinking across the curriculum.
- EDI & Trauma training for staff

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

- One to one S&L support for two full days each week with SALT and ECAT trained nursery staff. Elklan approach on the use of blank levels is implemented with targeted children.
- Love Heart Group weekly and appropriate staff trained in delivery of MetaMe approach through this enhancement.
- Continuous provision with P4C focus, designed to expose targeted children to concepts and understandings supporting inclusion and relationship awareness.
- More able vulnerable learners are tracked termly, focusing on the 3 prime areas, to ensure progress and wellbeing
- Case Studies/Action research projects are conducted to monitor impact of provision across the whole curriculum, on more able and disadvantaged learners.

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

- S&L support for children, enabling improved relationships and reducing behavioural dysregulation
- Breakfast is provided daily to ensure children are able to learn
- Staff training on ACERS, EDI and Trauma
- Frustration based behaviours are reduced through a curriculum aimed at wellbeing, and challenge for all.
- Through the concentration on Physical development, focus is given to the interplay between physical and emotional wellbeing.

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Universal provision for all learners, including vulnerable learners and children in receipt of pupil premium:

Teaching (for example, CPD, recruitment and retention)

- *Elklan training for all staff*
- *MetaMe approach to support emotional and cognitive regulation and social awareness. Continued training for staff within school.*
- *Outside agencies working in school to support the development of music, dance and gross physical skills. .*
- *Physical development CPD for subject leader and link practitioners.*

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

- Staff interactions with all children, embed the benefits of Elklan training
- Enhancement groups with a focus on music and sound, linked to well-being, are implemented twice weekly. This focuses on pre-phonics skills and positive mental health for all.
- Small group targets are set, implemented and reviewed for physical development, using models based around 'relationships first'. Using the BUSS philosophy, continuous provision for physical development is enhanced for all.
- Target groups for more able learners, challenge thinking and extend language.

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

- Continuous provision will reflect a P4C relationship aware foundation to learning
- The curriculum has a strong musical foundation, proven through national research to have positive impact on learning.
- Behaviour strategies are implemented around cognitive and emotional regulation, ensuring challenge and high aspirations for all children.

## Part D: Review from previous academic year

### Pupil premium strategy outcomes

Impact of our pupil premium strategy for pupils in the 2023 - 2024 academic year.

*% children in receipt of Pupil Premium, above or on track Summer 24:*

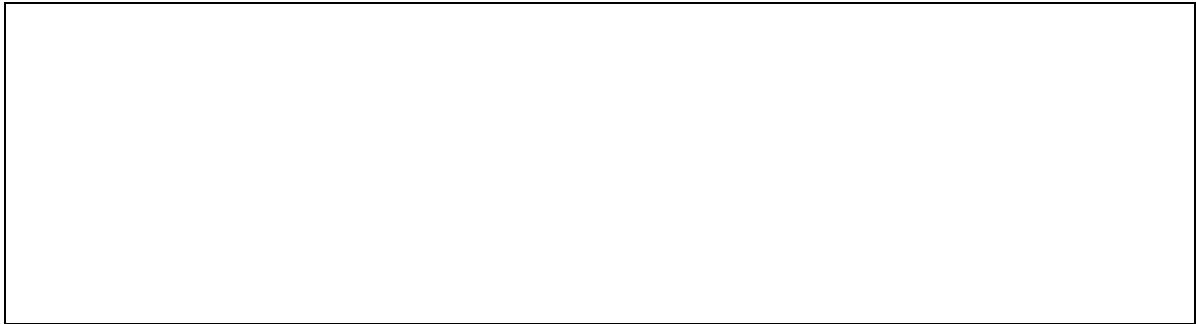
- *C&L – 93%*
- *PSED – 50%*
- *Physical – 64%*
- *Reading – 93%*
- *Writing – 57%*
- *Maths – 86%*
- *Understanding the World – 93%*
- *Exp. Arts – 93%*

*Areas for focus next academic year*

Impact of our pupil premium strategy for pupils in the 2024 - 2025 academic year.

Impact of our pupil premium strategy for pupils in the 2025 - 2026 academic year.

Impact of our pupil premium strategy for pupils in the 2026 - 2027 academic year.



September 2024	Written by: Amanda Hubball
September 2025	Reviewed by:
September 2026	Reviewed by:
July 2027	Reviewed by:

Pupil Premium Lead – Amanda Hubball