

-Pupil premium strategy statement for academic year 2021-2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Bentilee Nursery school
Number of pupils in school	Autumn term 2021 64 Spring term 2022 77 Summer term 2022 77 Autumn term 2022 44
Proportion (%) of pupil premium eligible pupils	Autumn term 2021 39% Spring term 2022 38% Summer term 2022 42% Autumn term 2022 18%
Academic year pupil premium strategy plan covers 1 academic year at a time due to unpredictable pupil intake year on year being a lone nursery school and offering part time provision unless parents/ carers work	2021/2022
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Juliet Levingstone, Headteacher
Pupil premium lead	Jayne Grindey teacher
Governor lead	Ann Harvey

Funding overview

Detail	Amount
Pupil premium funding allocation academic year 2021-2022	£8,5076
Pupil premium funding allocation Autumn 2022	£1,260 (2 children have left this term- adjustments will be

	made at the end of the term as money follows the child to the next school / setting)
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	£341,529

Part A: Pupil premium strategy plan

Statement of intent

Bentilee Nursery school admits children from 2-4 years old offering part time provision, with the majority of children admitted in 3 separate yearly intakes, September, January and Easter. All three and four-year-olds with 'working parents' who meet the eligibility criteria, are entitled to 30 hours free provision. This means that the children enter the school at different ages, some the term after their second birthday and others, the day after they are 3 or the term after their third birthday. Some children eligible for Pupil Premium who are Summer leavers, may move to either another Nursery Class within a Local Authority School, or a Reception class. Progressive Development is therefore at the 'heart' of the school curriculum.

The Nursery sits within a 1950's large housing estate consisting of a high percentage of social and rental housing, with the majority of the children residing in the immediate surrounding area. When making decisions about using Pupil Premium funding, we consider the context of the school and the subsequent challenges we face, with the aim that family and economic barriers will not be a barrier to learning.

Our intention is that ALL pupils make good progress and achieve high attainment across all areas, including the already high attainers. The school recognises that children eligible for Pupil Premium are a diverse group of children with different backgrounds, abilities, strengths and needs. We recognise the challenges and barriers to learning for disadvantaged children can be varied and there is no "one size fits all," (that not all children from low-income families will be disadvantaged and that not all pupils who are disadvantaged will be eligible for pupil premium).

We aim to diminish the difference, accelerating progress and foster a 'thirst for learning' amongst all children by extending learning in language, literacy and numeracy, providing awe and wonder in children's explorations, and also by supporting the emotional well-being of vulnerable children and families.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils required the most support. This is proven to have the greatest impact diminishing the difference of the disadvantaged attainment gap, and at the same time will benefit the non-disadvantaged pupils in our school. To complement high-quality teaching, we ensure that resources are also of a high

quality, are attractive and readily available, so children can revisit and consolidate, adult focused learning independently within the continuous provision. Targeted intervention run alongside the high-quality daily teaching. Additionally, Pupil Premium may also be allocated to clubs and trips to enable all pupils to participate in these enrichment activities

Progress of all children is tracked termly by Key Persons. Targeted groups of children including pupil premium are always particularly scrutinised. We are very aware that nationally there is a historical high absence rate amongst pupil premium pupils.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and interaction with children in EYFS upon arrival indicate lower starting points in some children from disadvantaged backgrounds. Weak language and communication skills as well as vocabulary gaps and speech and language issues are common. Listening and attention
2	Children are eligible to begin their Nursery Education at many points within the academic school years. All children are baseline assessed on entry to give a clear picture of development. Some children come with minimal or no early years' education resulting in a low starting point. To ensure consistent learning opportunities, yearly curriculum plans supplemented by Half Termly Intended Learning documents outline a Progression in Learning with clear weekly intentions.
3	The school have become aware through parent interaction of an increasing number of children coming into school having not eaten/refused breakfast or coming into school with an inappropriate breakfast, for example a packet of crisps or a processed breakfast bar. Recent studies such as the Arla Cravendale 2021 study highlighted the importance of breakfast in children's concentration skills.
4	Some PP children can show lack of confidence within the classroom, difficulties engaging with their learning and in regulating their emotions. Some have had no prior Early Years Experience and lack understanding on how to use resources within the Nursery.
5	A 2019 study identified areas within Bentilee as the most deprived within the conurbation of Stoke-on-Trent. A high proportion of disadvantaged pupils have limited enrichment opportunities outside of school. Their limited experiences have a negative impact on their ability to make personal links to their learning, e.g. to what they are reading. There is also an effect on related skills such as physical fitness, social skills and communication.

6	<p>Attendance is a key focus for the schools White Paper, Opportunity for all, published in March (DfE, 2022b) and which included a pledge for a national data system “to drive up attendance and make it easier for agencies to protect vulnerable children”. The Headteacher update 2022 advises school to use a variety of strategies including:-</p> <ul style="list-style-type: none"> • Building relationships with Pupil Premium children and their parents. • Monitoring pupils with low attendance and working with them to improve. • Understanding the barriers to attendance. • Developing attendance plans for individual pupils. • Analysing school attendance data <p>We need to monitor carefully pupil premium attendance to ensure these children are not missing out on valuable learning opportunities through absence.</p>
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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
Some PP children start school with attainment in communication and language lower than that of their no PP peers.	Children are screened for Language and Communication skills upon entry and given a green, amber or red scoring. Through access to targeted interventions and teaching, we aim for all children to leave on Green or with accelerated progress through amber. Staff will identify those children using the Stoke on Trent Staged Pathways for whom a Speech and Language referral is appropriate.
Children may start their learning journey at different times of the year. All children will have equal access to ongoing learning through yearly curriculum plans developed from up to date research.	Mixed ability teaching ensures that children benefit from their peers and know that all children are given the same opportunities to succeed. A curriculum plan ensures that all children are given the same learning opportunities and targeted teaching.
Improved concentration skills for learning by ensuring no child is hungry at any part of the day by providing breakfast/snack	Continuous provision is available at all time for children upon entering the classroom. Children are provided with a breakfast option which supports concentration skills, but also supports development of self-help and independence skills. Children will immediately be ready to learn both in self chosen/teacher focused activities.
PP children will have equal access to opportunities and show high levels of engagement in learning through high quality resources and teaching,	They will be confident learners who are able to use and apply the school’s behaviours for learning across the curriculum. Observations, Wow books and termly tracking will show PP children engaging in their learning and making good progress

<p>including teaching within targeted Intervention Groups</p>	
<p>Disadvantaged pupils to have access to a wide range of Cultural Capital experiences in school or through school (for instance, educational visits).</p>	<p>Disadvantaged pupils are offered a range of enrichment opportunities which provide them with the knowledge and cultural capital they need to succeed in life including visitors to the school, external trips and resources that promote awe and wonder.</p> <p>The school is conscious of the variety of housing within the area which includes 925 Cottage Style flats (https://en.wikipedia.org/wiki/Bentilee) which may limit opportunities for physical play in a large or outside environment.</p>
<p>Some pupil premium children do not attend regularly and so have not had equality of opportunity to learn.</p>	<p>We want all of our children to attend their full entitlement of 15 hours a week and if parents work to attend 30hours.</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: £ 980

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching in mixed ability groups is supported through quality CPD in developing teacher's skills at supporting children from disadvantaged backgrounds. Feedback to all staff following on from individuals CPD to ensure a consistent school approach.</p>	<p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes. Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day. (Education Policy Institute, Evidence Review: The effects of high-quality professional development on teachers and students)</p> <p>Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p>	<p>1,2,3</p>
<p>Staff CPD- Launchpad for literacy (backfilling) Training for staff to ensure launchpad is interpreted and administered correctly</p>	<p>Additional support targeted at disadvantaged pupils who require further phonics support allowing staff to track backwards to identify gaps in learning.</p> <p>Kirsty Page a previous speech and language therapist states:-Embedding a cohesive, skill based approach to literacy preparation, closing the gaps and speech & language support. It is a tool especially important for Phonic Readiness <input type="checkbox"/> Broader Literacy and Learning Readiness <input type="checkbox"/> Pupil Premium <input type="checkbox"/> Gender <input type="checkbox"/> EAL <input type="checkbox"/> SEND <input type="checkbox"/> Speech and Language <input type="checkbox"/> All Young Children</p>	<p>1,2,4</p>
<p>Linked governor challenge meetings</p>	<p>Teamwork: an introduction for school governors - Linked governor meetings are important as they allow governors</p> <ul style="list-style-type: none"> acting as a critical friend – providing support and challenge to the headteacher and staff, seeking information and clarification. Vulnerable groups like Pupil premium needs to have money 	<p>4,5</p>

	<p>spent wisely to improve outcomes and diminish the difference. Governor need to ensure staff know their children well and are using the money in the best possible way</p>	
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Targeted Support

Budgeted cost: £980

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Dedicated Staff to deliver Communication and Language Interventions</p> <ul style="list-style-type: none"> • Time to Listen • Time to Talk • More Time to Talk • Talk Boost Intervention sessions 	<p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for children. They are based on the idea that children’s language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning,</p> <p>Oral Language Interventions are rated as a high impact strategy, for very low cost based on extensive evidence on the EEF’s Teaching and Learning Toolkit.</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress.</p> <p>Targeted additional adult support within the classroom and in small group sessions is provided in addition to the daily classroom interaction</p>	<p>1,2</p>
<p>Targeted 1:1 Support sessions for children with identified SEND</p>	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p>	<p>1,2</p>
<p>Language screening twice a year</p>	<p>The Early Communication Screen was developed by Speech and Language Therapists from Stoke-on-Trent and North Staffordshire. It is used with children between the ages of 2 years and 5 years 11 months to identify delay in understanding and spoken language skills.</p> <p>Results enable practitioners to plan appropriate interventions and measure progress.</p>	

<p>Stay and plays-supporting parents in playing with their child and discussing unique child with key person termly for ICAN sheets.</p> <p>Parents / child events with Family Support Worker</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. (EEF Teaching and Learning Toolkit – Parental Engagement.</p> <p>Pamela Li – (Founder and Editor-in-Chief of Parenting For Brain) investigated the importance of Parental Engagement in children's successful learning. In a 2022 online article, she observed:-</p> <p>A meta-analysis of 66 studies shows that the most accurate predictors of student success are not family income or social status but the extent to which parents and teachers work together to facilitate the child's education. (Henderson AT, Berla N. <i>A New Generation of Evidence: The Family Is Critical to Student Achievement</i>. ERIC; 1994.)</p> <p>Recent studies support this theory Jaafarawi, N Journal of Literature and Art Studies, December 2017, Vol. 7, No. 12, 1673-1680 doi: 10.17265/2159-5836/2017.12.020</p> <p>Classroom practice is supported with parent/child workshops held 3 times a year with the Family Support Worker with emphasis on an informal creative environment to engage parents.</p> <p><i>The best toy a child can have is a parent who plays with them'</i>,</p> <p>ME Pitcher says, 'There is nothing more positive for a child's imagination than an interested parent, who shows curiosity about [their] child's creations. And, when children sense their parents' enthusiasm they are way more likely to invite them into the fun, which is fantastic for the parent-child relationship.</p>	<p>1,2,5,6</p>
<p>Personal Social and Emotions, Literacy and Mathematics Interventions through Yearly Progression Documents</p> <p>:-Little People of Stoke/Tommy Walks Tall</p>	<p>We believe that these early interventions to meet children's social and esteem needs can have a huge impact upon their academic achievement in other areas.</p> <p>PSE weekly circle time sessions supported by a more holistic and sensory environmental approach encourage self-confidence, self-choice, self-awareness and turn taking</p>	<p>1,2</p>

<p>: -Letters and Sounds Phase 1</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE guidance.</p> <p>: -Master the Curriculum subscription</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Rising 3's and Rising 4's to progress through the yearly plan with teaching targeted to abilities. Evidence shows that teaching phonics is the best way to teach children to read' (DFE's Reading Framework 2021) and that children who have good phonemic awareness perform better academically than those who do not (https://www.structural-learning.com/post/phase-1-phonics-a-teachers-guide)</p> <p>Drawing on evidence-based approaches produced by the DFE and NCETM, a critical analysis of the mathematics learning opportunities and curriculum intends to improve outcomes for all children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	
<p>Thrive@5-meetings to discuss needs of the community to support action plan of the way forward</p>	<p>A YouGov poll published in November 2020 found that 46% of four to five-year-olds were not school ready. Children with low levels of development on starting school are often unable to catch up, and this can have lifelong consequences.</p> <p>The Benefits of Thrive at Five:-</p> <p>Thrive @5 is working in the community to offer</p> <ul style="list-style-type: none"> • High-quality early years provision, accessible to all families. • An integrated early years offering, which will embed evidence-based best practice pathways. • Increased engagement with and empowerment of children and families. • Improved quality and co-ordination of early help and prevention services. 	

Wider Strategies

Budgeted cost : £7,727.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funded access to daily Breakfast club</p>	<p>Research indicates that breakfast clubs can be a low cost effective way of promoting educational attainment and can help to bridge the attainment gap</p> <p>https://www.family-action.org.uk/content/uploads/2019/07/NSBP-Impact-report-v11-LOWRES.pdf</p>	<p>3</p>

	<p>Dr. Sniderman said, without breakfast, kids of all ages may feel irritable and tired, which can lead to behavior and attention problems. She said when a child's brain has adequate fuel, they are better able to perform and learn.11 Feb 2020</p>	
<p>Funded access to extra-curricular activities across the curriculum for disadvantaged pupils to ensure they can access cultural opportunities in line with non disadvantaged pupils:-</p> <p><i>Outside agencies delivering teaching to the children – wider experiences</i></p> <p><i>Access to weekly news programme- Early Years Picture News Annual Subscription</i></p>	<p>Evidence indicates that one possible barrier to learning for children from disadvantaged backgrounds are related to a lack of opportunities and experiences which contribute to a child's attainment</p> <p>We feel that greater access to these opportunities will have a positive impact upon their engagement in school and as a result their attainment. (https://early-education.org.uk/cultural-capital/) (https://gem.org.uk/9-educational-benefits-of-bringing-children-to-museums/)</p> <p>Thinkfun 2016 research says that having visitors into school like the Animal Man-research proves children learn respect, appreciation of nature and the overcoming of fears.</p> <p>Using an online weekly bulletin provides opportunities for children to learn about our world, develop independence, resilience, respect, is stimulating and grips children's attention, showing how children themselves can have an impact. The news is current, happening now and so their voice is given meaning and purpose. It is our world and we all matter. (Taken from the Early Years Picture News website statement)</p>	5
<p>Quality Environment</p> <p>Resource's purchased to support Nursery Aims, Mathematics and Phonics Long Term Plan, Communication and Language.</p> <p>Opportunities to engage in risky, challenging play in an inside and</p>	<p>Continual evaluation of the Continuous Provision to support the needs of the current cohort helps to improve levels of children's thinking & questioning skills through resourcing to allow flow of teaching from adult directed to child initiated to revisit skills and previous learning. (https://earlyexcellence.com/latest-news/press-articles/using-continuous-provision/)</p> <p>Play-based learning contributes to positive learning outcomes in Early Years, including vocabulary, reasoning and early numeracy. (https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning)</p>	4

<p>outside environment</p> <p>Weekly homework including supporting of children's Communication and Language through Nursery Rhyme of the week posters home and a library book of high quality (not ripped, written in, tier 2/3 words)</p>	<p>A word gap study suggested that pupils growing up in poverty hear about 30 million fewer words in a conversation by age 3 than those from more privileged backgrounds and that the lack of exposure to words and books has an impact on both their literacy and numeracy attainment. (https://www.oup.com.cn/test/word-gap.pdf)</p>	
<p>Embedding consistent practice in regards to attendance</p>	<p>Guided by the Working Together to Improve School Attendance (DfE 2022) document, we monitor attendance daily. We chase up non-attendance and we compare non pupil premium attendance to pupil premium attendance.</p> <p>The school liaises with parents to give "homework" in a learning through play approach.</p>	6
<p>Feedback in the Moment with children taking ownership of their own Learning Journey's</p>	<p>Providing feedback is well-evidenced and has high impact on learning outcomes. Giving feedback in the moment promotes children's self-regulation in their own learning. Evidence suggests impacts are highest when feedback is delivered by teachers.</p>	4

Total budgeted cost: £9,887.40

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2021 – 2022 Review. Pupil premium was recorded in an in house school format for the year 2021-2022 and published on the school website for the Autumn, Spring and Summer term as copied below. Each term outlined the key challenges and intended outcomes, along with the measures taken with each Pupil Premium statement reviewed termly.

Autumn

Pupil premium Autumn 2021 Allocation- £2,385 We have 25 children accessing this Autumn Term 2021.

Pupil Premium Listening and attention skills continue to be a barrier to learning following the summer break. A proportion of children develop articulation concerns with targeted speech and language sessions incorporated into the current speech and language groups.

Behaviour for learning is positive, however, social skills remain an area of focus as new children join the setting or move groups within the classroom.

The global pandemic continues to affect attendance and punctuality.

Continuous provision continues to be developed, with a focus on developing independent learning – this has been supported through the introduction of new free access shelving units.

Understanding the World is also an area for development, and this term has seen an investigation station developed which has given children free access to scientific materials. This will be continually adapted to develop deeper thinking and reasoning. We have developed the outdoor learning environment with new resources and accessible storage to continue supporting the children in their critical thinking and their making their own choices, targeting those children for whom learning in the indoor environment can be a challenge.

Children's specific needs are identified as per the resource needs chart and resources audited accordingly with additional resources purchased to support learning.

Main barriers to educational achievement :- Targeted Group	Action	Resources
<p>Communication and Language.</p> <p>Children with articulation and speech concerns.</p> <p>Children with low levels of speech and vocabulary.</p>	<p>Targeted speech and language through small group sessions with learning Support Assistant</p> <p>Launchpad for Literacy targeted phonic session with teacher / Early Years Professional</p>	<p>Poetry books</p> <p>Curiosity Cube – language development/use of questioning skills</p> <p>Selection of early years books</p> <p>Wooden Magnetic Matching Picture Game</p>
<p>Literacy</p> <p>Children with low level understanding of print and</p>	<p>Daily Phonic sessions for all children.</p>	<p>Magnetic letters</p> <p>Self-Correcting Letter Wooden Puzzles</p>

<p>phonological awareness, including letter and name recognition.</p>	<p>Daily opportunities to develop Literacy skills in Continuous Provision.</p>	<p>Janine Amos books- Please!, Selfish, No, thank you!, Making friends, Thief and Hello</p>
<p>PSED</p> <p>Children at risk of underachieving due to behavioural concerns (Focus upon PSE skills incorporating speaking and listening and turn taking)</p> <p>Children with low understanding of their own feelings and others.</p> <p>Children with a need to develop their independence and self help skills.</p>	<p>Weekly circle time sessions incorporating whole group for peer modelling</p> <p>1:1 / small group creative focus to support learning through senses/<u>concentration</u>/ learning through trial and error for self- achievement</p>	<p>Mid-level shelving unit with mirror</p> <p>Outdoor accessible shed</p> <p>Feelings Mirror (to encourage reflection of own emotions)</p>

<p>Understanding the World</p> <p>Children who find it difficult to make sense of their physical world, and how to communicate what they understand.</p>	<p>Weekly Adult focused sessions to close the gaps in knowledge</p> <p>Improve levels of children's thinking & questioning skills through resourcing / auditing of continuous provision</p>	<p>Curiosity Cube (also supports CL)</p> <p>Charging torches</p> <p>Messy play book</p> <p>Magnetic Life Cycles x 2</p> <p>Geo colour</p> <p>Giant Sensory Ooze Tube</p> <p>Outdoor Accessible shed</p> <p>Magnifier 2 Way set</p> <p>Spiral Liquid Droplet Tube</p> <p>Bulbs and compost for planting</p> <p>People Who Help <u>us</u> Jigsaw</p> <p>Small World Plastic Block People</p>
<p>Maths</p> <p>Children who need support with developing comparative language, i.e. capacity, size, length.</p>	<p>Daily Adult focused sessions to extend knowledge</p> <p>Improved levels of children's thinking & questioning skills through resourcing / auditing of continuous provision</p>	<p>Mini Measure set</p> <p>Water Beakers (litre set)</p> <p>Self-Correcting Number Puzzle</p>
<p>Physical Development</p> <p>Child / fine motor skills are a concern</p>	<p>Weekly Adult focused sessions to close the gaps in knowledge,</p>	<p>Quoits</p> <p>Balls</p> <p>Outdoor waterproof jackets & trousers x10 (also supports UW)</p>

	including dough disco. Daily opportunities to develop gross motor skills, particularly in the outdoor area.	Glitter finger paint <u>Chunki</u> chalks Marker pens Gel roller balls Rainbow crayons Wooden dolly pegs
Expressive arts and design Children who need confidence to explore materials independently and creatively express themselves	Daily opportunities to develop	<u>Pom poms</u> Wiggly eyes Collage jars Coloured ribbon Decorate your own crowns Vivid card A4 Foil shred packs Lollipop sticks coloured Satin ribbon spools Safari crepe paper Pastel tissue paper

Spring 2022

Spring Term Pupil Premium

Listening and attention continues to be a focus as children return from the Christmas period and adjust to changes in the classroom due to increase on children on roll. The Learning support assistant has supported this area through Speech and Language Sessions which have also targeted vocabulary acquisition. To assist in the teacher focused activities, resources have been purchased which target specific nouns and adjectives based upon the current topic of area of interest of the children.

Behaviour for learning has been targeted through the purchase of outdoor resources to allow for learning on a larger scale. Additionally, children have been encouraged to review their own learning through use of their 'special books' where they are encouraged to review how they have improved from their last attempt, for example when cutting out a template, and are able to glue it in themselves with staff encouraging children to access their own special books at all times.

Additional challenge has been provided through the purchase of resources that complement existing continuous provision area's in the classroom to maintain interest and to encourage critical thinking, for example in the purchase of large hollow blocks to enhance the existing block play area.

This has also been developed in the outside environment though purchase of targeted numicon mathematical resources in both small and large scale to support the transition of pupil premium children as they move to Reception Classes in September where Numicon is used as a

mathematical support and incorporates current Mathematical research on Maths in the Early Years. Numicon is now available in both the inside and outside continuous provision environments.

Core muscle strength has been looked at with resources purchased to encourage development in the inside and outside continuous provision. These resources support the teacher focused write dance, dough disco and writing exercises that occur in the classroom.

Targeted Group / Areas of Learning	Action	Resources
Communication and Language. Children with English as a Second Language	Targeted speech and language through small group sessions with learning Support Assistant Launchpad for Literacy targeted phonic session with teacher / Early Years Professional	Dolls house and furniture £57.00 2 Food wood dictionary books £6.00
Communication and Language. Children with low levels of speech and vocabulary.		As Above
PSED Children at risk of underachieving due to behavioural concerns (Focus upon PSE skills incorporating speaking and listening and turn taking)	Weekly circle time sessions incorporating whole group for peer modelling 1:1 / small group creative focus to support learning through senses/ concentration learning through trial and error for self achievement	2 trellis for outdoor music wall and water wall £54.00 Decorative bark £18.00 Scaffolding planks for balancing outdoors £30.00 2 books- about no biting £6.61 Portable fire alarm £52.73

Targeted Group / Areas of Learning	Action	Resources
Mathematics Understanding the World Creative Children at risk of low attainment (Includes resources in the row above)	Weekly Adult focused sessions to close the gaps in knowledge Improve levels of children's thinking & questioning skills through resourcing / auditing of continuous provision	Mid-level shelving unit £475.00 Wooden hollow bricks 40pk £299.00 Numicon set £30.99 Sensory – light Candy construction building set £81.95 Nexus <u>MagneTiles</u> Set - 100pcs 2 £200.00 Nexus <u>MagneTiles</u> Set - 100pcs 1 £100.00 Nexus CAPI Counting Beads Set 1 £125.0 Nexus Wooden Communities Set - 16pcs x2 £60.00 Nexus Wooden Professions Set - 16pc £60.00 Small wooden natural wooden building circles
More Able Children	Weekly Adult focused sessions to extend knowledge Improved levels of children's thinking & questioning skills through resourcing / auditing of continuous provision	Bulbs to plant £44.93 Nexus NEW Gel Stick - 40g 12 £35.0 4 white board cubes / dice
Physical / Literacy Children for whom fine motor writing skills is a concern		12 cookie cutters – fruit themed £10.99 Wooden pizza set £15.99 Chunky cutting veg set £20.99 Chunky wooden cutting fruits set £20.99 Nexus <u>MagnePad</u> - Blue 10 £200.00 Pogo Stick 5 £100.0 Wooden stepping stone- large

Summer 2022

Identification within our rising 3 cohort of children, (children born at the beginning of the Covid pandemic and would have spent much of their first two years in isolation with their families) has seen multiple areas targeted.

Resources have been purchased for small and large motor movements for this group of children taking into account the findings of the Early Intervention Foundation, Growing up in the Pandemic report (2021), which identified vulnerable children in particular were at risk of decreased physical activity due to social and environmental factors during the pandemic. Continuation of skills introduced through whole school activities, such as the Stoke City Skills, has seen additional resources purchased to allow for small group targeted intervention.

Additional focus on Personal, Social and Emotional skills for this group has seen the development of an area where children experiencing adverse emotions could find solace. This has included a bookcase targeting children's emotional development along with sensory items typically found in the child's home to promote self-regulation.

Targeted listening and attention sessions with the Learning support assistant continue to be provided. This has led to close identification of children with articulation concerns with books purchased to aide repetition of language to support our daily voice sounds/exercises during circle time sessions with these children's keyworkers. Supported by the Stoke on Trent Early Years Speech and Language Pathway, there has currently been no requirement to send referrals to the service for assessment.

Resources purchased continue to support children with English as and Additional Language and with low vocabulary. This includes the purchase of additional small world objects. Emphasis this term has seen the purchase of real life resources to support vocabulary acquisition in respect of targeted nouns and adjectives which will relate to home experiences of the children.

Children continue to be encouraged to think about their learning and for those times when a piece of tangible work is not produced, they are encouraged to photograph their learning which can then be viewed on multiple school platforms including social media, class dojo and printed form.

Supporting core strength as identified in the Spring Term, resources to support physical strength for literacy have been purchased. In this term, grip and pressure when writing has been a target for our Reception leavers with resources purchased to encourage this, and writing encouraged within the classroom whilst sitting at the table. Sensory writing opportunities continue to be offered as children develop, with individual writing trays purchased.

The school continue to promote the weekly library book scheme in order to encourage a love of books amongst the children. The school aim to become book rich within the classroom and to include a targeted topic or learning objective led book within all areas of teacher focus during the school day. Additional resources including the purchase of small child height book cases and topic related books aim to compliment targeted noun and adjective vocabulary amongst the children.

Targeted Group / Areas of Learning	Action	Resources
<p>Communication and Language.</p> <p>Children with English as a Second Language</p>	<p>Targeted speech and language through small group sessions with learning Support Assistant</p> <p>Launchpad for Literacy targeted phonic session with teacher / Early Years Professional</p>	<p>2 pirate ships and associated toys £56.99 & £24.99</p> <p>Brio train track and trains £42.99</p> <p>Car mat £47.99</p> <p>TTS-mini bookcase for book access in areas of learning £143.99 x 2</p> <p>We all have different families (celebrating differences) £5.01 It's ok to be different: A children's picture book about diversity and kindness £8.41</p> <p>Baby items for home corner £31.00</p> <p>Plants £12.00</p> <p>Hairdressing items £20.01</p> <p>Selection of different sized nappies for home corner £25.79</p> <p>6 Hungry caterpillar books – various stories £29.00</p> <p>Come on Baby Duck story book £2.00</p>
<p>Communication and Language.</p> <p>Children with low levels of speech and vocabulary.</p>		<p>As Above</p> <p>Teaching talking/ Time to talk / Time to listen input sessions £1,210.00</p>
<p>Communication and Language.</p> <p>Articulation</p>	<p>Identification of children with articulation difficulties (specifically missing beginning/end sounds) who are on track for majority of other areas of development</p>	<p>Teaching talking/ Time to talk / Time to listen input sessions (£ as Above)</p> <p>3 rhyming word books Shark in the dark, Shark in the park, shark in the snow £24.99</p>
<p>PSED</p> <p>Children at risk of underachieving due to behavioural concerns (Focus upon PSE skills incorporating speaking and listening and turn taking)</p>	<p>Weekly circle time sessions incorporating whole group for peer modelling</p> <p>1:1 / small group creative focus to support learning through senses/ <u>concentration/</u> learning through trial and error for self achievement</p>	<p>Soft furnishings for quiet areas £33.99</p> <p>2 afro styling heads £34.70 Me and my emotions £100</p> <p>Digital camera £105.87</p>

<p>Mathematics</p> <p>Understanding the World</p> <p>Creative</p> <p>Children at risk of low attainment (Includes resources in the row above)</p>	<p>Weekly Adult focused sessions to close the gaps in knowledge</p> <p>Improve levels of children's thinking & questioning skills through resourcing / auditing of continuous provision</p>	<p>Ten Little Series... set of 8 books £41.49</p> <p>Ten little monkeys £4.00</p> <p>Ten Little Bookworms £1.80</p> <p>Shape trilogy by John Barnett £20.53</p> <p>Lots and lots of Zebras-patterns in nature £7.99</p> <p>Ten Black board dots £4.99</p> <p>Pattern Fish (maths is fun) £14.99</p> <p>Monster love colours £18.57</p> <p>Binoculars £42.99</p>
<p>More Able Children</p>	<p>Weekly Adult focused sessions to extend knowledge</p> <p>Improved levels of children's thinking & questioning skills through resourcing / auditing of continuous provision</p>	<p>4 sets of Geo stackers for light box £120</p> <p>3 boxes of large magnetic Play £300</p>
<p>Physical / Literacy</p> <p>Children for whom fine motor writing skills is a concern</p>		<p>2 Tack zap- farm £50</p> <p>2 Tack zap-construction vehicles £50</p> <p>3 boxes of Tripod grip felt tips £100 Tripod grip jumbo coloured pencils £120 box of chunky coloured pencils £100</p> <p>3 boxes of whiteboard pens £50</p> <p>Ikea 16 Stodja trays for mark making £52.00</p> <p>Ball pump £5.00</p> <p>10 leather footballs £50.00</p> <p>6 Go Wheelies £161.93</p> <p>Ride on fire engine £10</p>

Impact Statement 2021-2022

The impact of this is measured termly through pupil progress tracking graphs. Staff look to see if a child is on track or not on track. We look at a child's actual age and compare this to their developmental age.

- The school constantly has a "can do" approach to teaching and learning and this is found in our I CAN progress sheets.
- With parents we discuss other developmental areas / skills that need to be worked on over the next few weeks, to diminish the difference, and support children to make accelerated progress according to their actual age compared to their academic age.

Confident children in a safe environment, indoors and out, are able to make mistakes and try things and fail, learning from their mistakes and acquiring the strategies to learn new skills to

support learning. These skills will help them to diminish the difference in areas of low skill acquisition.

Autumn term 2021-22

Pupil premium attendance 70%

Non pupil premium attendance 82%

Spring term 2021-22

Pupil premium attendance 80%

Non pupil premium attendance 72%

Summer term 2021-22

Pupil premium attendance 82%

Non pupil premium attendance 77%

Overall pupil premium children attended better than non pupil premium over the year. In the Autumn term the lower attendance was due to childhood illnesses

2022 – 2023 Ongoing Review. Bentilee Nursery School offers 3 intakes a year. Pupil Premium needs are evaluated termly.

Challenge 1 – Language and Communication – All children have been baselined on entry and have been assessed against the Communication Screening profile as Green, Amber or Red. Small group focus in Time to Listen sessions have been undertaken in the Autumn Term.

Challenge 2 – Low Starting Points / Progression- Children are accessing daily phonics and mathematics sessions with planning based upon a Progression of skills documents created in-house taking into consideration the needs of the children entering the nursery. Letters and Sounds Phase 1 is embedded for the year in phonics sessions for all rising 4 children. In Spring term, rising 3 children will access phonic sessions based upon the principles of the Time to Listen and Launchpad for Literacy ensuring readiness for Phase 1 learning September 2023. Master the Curriculum progression has been utilised with a bespoke in-house progression document created taking into account the varied intake of the nursery which includes children accessing 30/15 hours provision, 3 yearly intakes.

Challenge 3 – Breakfast Club - We have noticed an uptake on the number of children who are accessing the breakfast club. This has been supported by a number of parents who advise of 'picky' eating at home who encourage their children to access the breakfast club where they know they will sit and eat. Children are excited to demonstrate their self-help and independence including pouring their own milk, water, buttering their own toast and clearing their own dishes including responsibility for washing them clean. Staff have indicated that they feel children are more ready for the first focused teaching session of the day, supported by what is now a regular routine of hand washing, self-registration, breakfast, continuous provision learning. 2022-2023 has seen dinner time moved to allow for a longer morning period of learning with staff feeling

that the uptake in children eating breakfast at the nursery has resulted in less saying they are hungry during the morning sessions.

Challenge 4 – Resources – Continuous Provision has been reassessed according to the needs of the September 2022 intake. A dedicated small world area has been created incorporating loose parts to support ongoing language development. Resources continue to be assessed, reviewed and updated looking at how they challenge children in their own learning, how they encourage independent access to resources, how they support the school Development Plan and needs of the cohort. This includes continued resourcing to support the Progression Plans for Phonics and Mathematics.

Challenge 5 – Visits / visitors etc – Children have access to a wider variety of visitors and experiences across the school year including with some already experiences and others planned for. Where possible, the nursery take advantage of free extra-curricular learning opportunities.

- Museum Visit (Focus on properties of Clay / Animals. Additional Learning Opportunity to visit MK2 Spitfire to consolidate Remembrance Sunday) - Autumn Term
- Settle Stories – Space Week 2022 Online Story Telling – Autumn Term
- Food tasting – Chinese New Year banquet with chopsticks – Spring Term
- Stoke City Football Skills – Summer Term
- The Animal Man – Summer Term

Children have demonstrated enthusiasm and excitement with positive engagement noted.

Challenge 6

We are continuing to be guided by the Working Together to Improve School Attendance (DfE 2022) document, we monitor attendance daily. We chase up non-attendance and we compare non pupil premium attendance to pupil premium attendance. We report on this termly and continue to look at pupil premium attendance as a group on its own.

Outcomes for disadvantaged pupils:- Data- Bentilee Nursery school- Using the Prime and Specific areas of learning- children on track or not on track for their age and learning using the EYFS curriculum

Data review Sept 2021-July 2022- pupil premium children

Data taken Oct 2021:-

Pupil premium children

PRIME areas of learning

In PSE

Self regulation

48% were on track. (included 2 out of 4 new starters, 24% had been at school for 3.5 terms, 5% had been at school for 4 terms, 10% had been with us 4.5 terms). 52% were not on track- this includes 3 SEN children.

Managing self

71% were on track (included 3 out of 4 new starters, 29% had been at school for 3.5 terms, 5% had been at school for 4 terms, 20% had been with us 4.5 terms). 29% were not on track - this includes 3 SEN children.

Building relationships

48% were on track. (included 2 out of 4 new starters, 24% had been at school for 3.5 terms, 5% had been at school for 4 terms, 15% had been with us 4.5 terms). 52% were not on track - this includes 3 SEN children.

Listening, attention and understanding

33% were on track. (included 2 out of 4 new starters, 14% had been at school for 3.5 terms, 14% had been with us 4.5 terms). 67% were not on track - this includes 3 SEN children

Speaking

52% were on track. (included 2 out of 4 new starters, 20% had been at school for 3.5 terms, 5% had been at school for 4 terms, 19% had been with us 4.5 terms). 48% were not on track - this includes 3 SEN children

Gross motor

86% were on track (included 4 out of 4 new starters, 43% had been at school for 3.5 terms, 5% had been at school for 4 terms, 20% had been with us 4.5 terms). 48% were not on track - this includes 3 SEN children

Fine motor

33% were on track (included 2 out of 4 new starters, 14% had been at school for 3.5 terms, 5% had been at school for 4 terms, 5% had been with us 4.5 terms). 66% were not on track - this includes 3 SEN children

Specific areas of learning-

Literacy – comprehension

24% were on track 76% were not on track - this includes 3 SEN children

Literacy- word reading

29% on track 71% were not on track - this includes 3 SEN children

Literacy-writing

24% on track 76% were not on track - this includes 3 SEN children

Maths-number

48% on track 52% were not on track - this includes 3 SEN children

Maths-numerical patterns

38% on track 62% were not on track - this includes 3 SEN children

Understanding the World-past and present

24% on track 76% were not on track - this includes 3 SEN children

Understanding the World-people, culture and communities

38% on track 62% were not on track - this includes 3 SEN children

Understanding the World-The natural world

29% on track 71% were not on track - this includes 3 SEN children

Expressive arts and designs-creating with materials

38% on track 62% were not on track - this includes 3 SEN children

Expressive arts and designs-being imaginative and expressive

38% on track 62% were not on track - this includes 3 SEN children

Data taken June 2022:-using the same Pupil premium children as of Sept 21 data to make a valid comparison of data

1 child had left

All children left in July 2022

PRIME areas of learning

In PSE

Self regulation

80% were on track. 20% were not on track- this includes 3 SEN children.

Managing self

85% were on track. 15% were not on track- this includes 3 SEN children

Building relationships

90% were on track.10% were not on track- this includes 3 SEN children.

Listening, attention and understanding

70% were on track. 30% were not on track- this includes 3 SEN children

Speaking

87% were on track. 13% were not on track- this includes 3 SEN children

Gross motor

95% were on track. 5% were not on track- this includes 3 SEN children

Fine motor

65% were on track. 35% were not on track- this includes 3 SEN children

Specific areas of learning-

Literacy – comprehension

80% were on track 20% were not on track - this includes 3 SEN children

Literacy- word reading

30% on track 70% were not on track - this includes 3 SEN children

Literacy-writing

50% on track 50% were not on track - this includes 3 SEN children

Maths-number

70% on track this includes 1 SEN child- 30% were not on track - this includes 2 SEN children

Maths-numerical patterns

60% on track this includes 1 SEN children 40% were not on track - this includes 2 SEN children

Understanding the World-past and present

80% on track 20% were not on track - this includes 3 SEN children

Understanding the World-people, culture and communities

75% on track 25% were not on track - this includes 3 SEN children

Understanding the World-The natural world

90% on track this includes 2 SEN children -10% were not on track - this includes 1 SEN children

Expressive arts and designs-creating with materials

50% on track 50% were not on track - this includes 3 SEN children

Expressive arts and designs-being imaginative and expressive

70% on track 30% were not on track - this includes 3 SEN children

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
Launchpad for Literacy	Kirsty Page- Local Authority funded