

Pupil premium strategy statement

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	Alfreton Nursery School
Number of pupils in school	70
Proportion (%) of pupil premium eligible pupils	10% (7 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	06.10.21
Date on which it will be reviewed	Autumn 22
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	£4,466.21
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	£4,466.21

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, intervention sessions to support with SALT and a highly aspirational school ethos.

Our key principles for the strategy plan are

High aspirations 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>

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. Intervention groups support with the development of co and self-regulation.	Social and personal progress is made for those children who find emotional regulation difficult to manage.

For children to access SALT 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
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 open days, consultations etc. Positive family feedback in relation to pupil progress and engagement.
Children have daily access to a diverse and creative outdoor experience and attend outdoor groups to develop a love for nature and to learn outdoor skills, e.g. to ride a bike.	Progress is demonstrated through data analysis and well-being is assessed as higher, through Ferre Laevers. Families are supported to understand and appreciate outdoor play/learning.

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: £600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>MetaMe approach to support emotional regulation and social awareness. Training within school, costing CPD time.</i>	Data and research driven.	7
<i>S&L input for every child in need, is accessed regularly throughout each week This requires one trained member of staff for two full days every week</i>	National and local authority recognition, as well as data informed.	7
<i>AMA provision in school, encouraging high aspirations for all children, including those in receipt of Pupil Premium. Training for staff in school – CPD costs</i>	Raising of standards, leading to increased pupil attainment levels	7
<i>Access to Forest Schools, STEM Hive, Earth Elves and all outdoor curriculum spaces. Purchasing of balance bikes and resources for outdoor natural spaces, to increase engagement</i>	Mental and physical health focus – national agenda.	7

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

Budgeted cost: £1,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Love Heart Group weekly and staff trained in delivery of MetaMe approach	Research based approach and data driven	7
SALT – internal one to one support for two full days each week and external professionals	Data driven evidence to support the impact of intensive input	7
Staff training on growth mindset and inclusion	Inclusive approach by all staff for all children, impacts on the whole school values and ethos	7

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

Budgeted cost: £2,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Mental Health First Aid support for families is provided weekly</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	7
<i>Tapestry has been used to maintain daily contact with vulnerable families</i>	Regular access to contact reduces isolation and anxiety, thus improving relationships and wellbeing.	7
<i>All staff have been trained and are now 'Trauma Aware'.</i>	Increased knowledge and understanding of personal and social behaviours in and out of school, supports empowerment and self-regulation.	7

Total budgeted cost: £4,500

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 2020 to 2021 academic year.

Our children in receipt of pupil premium funding made the same rate of progress as our non-pupil premium children. Due to COVID 19, these results were not recorded in the same formal way as previous years, but our careful monitoring and dedication to ensuring that these children were in school as much as possible throughout lockdown, ensured that they were at no greater disadvantage throughout the pandemic.

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.

- *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.*