

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	Greenhall Nursery
Number of pupils in school	21
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Full Governing Board
Pupil premium lead	Joanne di Castiglione
Governor / Trustee lead	Allyson Sinclair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1965 to date
Recovery premium funding allocation this academic year	£3000
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	£4965

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Social opportunities

Fundamental to our strategy is the belief that every child can learn but their basic needs need to be met in order to be in a position to do this e.g. hunger, feel safe and secure, sensory needs. The EEF promotes embedding opportunities for children to develop self-regulation within day-to-day activities in order to improve communication, language and literacy in the early years.

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require most. We provide targeted support based on robust diagnostic assessment of need, and help pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for the next stage of their educational journey.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments show that in 2020-21, disadvantaged pupils generally made more progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged

	pupils experience vary, their overall academic progress tended to be lower in literacy, numeracy, communication and language and physical development compared to PSED, which saw all the cohort achieve a 'good level of development' based on individual starting points. The small cohort size and individual differences, together with the impact of COVID make comparisons challenging.
2	Our observations and professional expertise show that disadvantaged pupils are generally more likely to have language comprehension difficulties and generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
3	Through observations and conversations with families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school. This has been accentuated by the impact of COVID.
4	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.

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
Pupils are able to better regulate their sensory needs	Through achievement of EHC plan termly outcomes.
Disadvantaged pupils are supported to meet their sensory needs and can therefore engage in learning for longer periods and are thus in a better position to learn	Through observations and discussions with pupils and their families.
Staff are confident in meeting children's sensory needs and the curriculum reflects this	Staff survey reflects this Lesson observations, focussed learning walks etc. evidence this.

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: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff on understanding and supporting sensory processing needs in the classroom	<p>This CPD has been well-research and planned according to the needs of our pupils and staff skills. Monthly visits by an OT into school will provide coaching opportunities and the opportunity for staff to ask questions and clarify techniques for individual pupils. This is classed as effective CPD according to the EEF https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Teacher-professional-development.pdf</p> <p>Through the process of neuroplasticity, children become more independent in their functional skills as their ability to process and integrate sensory information improves. https://link.springer.com/article/10.1007/s10803-013-1983-8#Sec21</p> <p>Supporting children with sensory processing supports their ability to regulate, thus optimising learning potential. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation</p>	4, 1

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

Budgeted cost: £6050 (11 days over the academic year at £550 a day)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Detailed individual assessments of children's sensory needs to be undertaken by qualified OT with staff then implementing these recommendations.	<p>Through the process of neuroplasticity, children become more independent in their functional skills as their ability to process and integrate sensory information improves. https://link.springer.com/article/10.1007/s10803-013-1983-8#Sec21</p> <p>Supporting children with sensory processing supports their ability to regulate, thus optimising learning potential. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation</p>	4, 1, 2

<p>A significant proportion of the pupils who receive an assessment will be disadvantaged.</p>	<p>Interventions targeted at specific needs can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism. We will also fund staff training.</p>	<p>We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.</p>	<p>4, 1, 2</p>
<p>Sharing of OT programmes with parents and carers to develop effective home learning environments and increased self-regulation.</p>	<p>The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions: Supporting children with special educational needs and disabilities NSPCC</p> <p>The EEF promotes supporting parents to understand how to help their children learn</p>	<p>4, 1</p>

Total budgeted cost: £7250

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 internal assessments during 2020/21 indicated that disadvantaged pupils academic and wider development outcomes were in general above what was anticipated. These were modified to take into consideration the impact of COVID.

The pandemic disrupted the teaching of all areas of learning and had a negative impact on most pupils' development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence.

We mitigated the impact on academic outcomes by our resolution to maintain a high quality curriculum, even when pupils were not in school, via resources such as those provided by Oak National Academy. However, it was challenging to provide differentiated support to our pupils online and this did not compensate for face-to-face learning with our children.

Our assessments and observations suggested that for many pupils, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees. We used pupil premium funding to help provide targeted interventions where required. However, the impact of the pandemic and risks associated with this meant that we were unable to provide hydrotherapy and riding opportunities that this cohort would have greatly benefitted from.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

N/a due to age and stage of our pupils

Programme	Provider

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Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Planning, implementation and evaluation

In planning our new pupil premium strategy, we very much reflected on the needs of our current learners and what we saw to be their biggest barriers to learning. For our learners with ASC needs, it was overwhelmingly their sensory needs that impacted their ability to learn. Thus, developing our ability to meet these needs was a priority. This also linked well with our desire to improve well-being, particularly following the pandemic.

The unique nature of our setting (early years and SEND) means that there is limited directly related research to build upon. Thus, we have utilised findings and principles from research that is not directly related to our cohort. The size of our cohort means that funding is limited and there is currently a lag between funding being received for eligible pupils and them moving on to the next setting.

We are also further developing our teaching and effective practice through the use of Rosenshine principles to encourage teachers to develop their pedagogy and professional practice. Staff are strongly encouraged to develop expertise and share this with other staff.

We have used the EEF's implementation guidance to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvement to secure better outcomes for pupils over time.