

# Pupil premium strategy statement – Millfields Nursery school

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

| Detail   | Data                    |
|--|-------------------------|
| Number of pupils in school   | 83<br>9 PP              |
| Proportion (%) of pupil premium eligible pupils  | 7%                      |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2023-26                 |
| Date this statement was published  | December 2023           |
| Date on which it will be reviewed  | December 2024           |
| Statement authorised by  | Headteacher Lynne Emery |
| Pupil premium lead   | As above                |

|                         |                 |
|-------------------------|-----------------|
| Governor / Trustee lead | Eleanor Boycott |
|-------------------------|-----------------|

## Funding overview

| Detail   | Amount           |
|--|------------------|
| Pupil premium funding allocation this academic year  | £477 Autumn term |
| Recovery premium funding allocation this academic year<br><i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>              | £                |
| Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>  | £                |
| <b>Total budget for this academic year</b><br><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £                |

## Part A: Pupil premium strategy plan

### Statement of intent

Here at Millfields Nursery school our curriculum is underpinned by the EYFS Statutory Framework. We use Development Matters statements to guide our planning. We aim to ensure that every child regardless of any challenges or barriers to learning make continuing good progress.

Our pupil premium strategy outlines how we support our most disadvantaged pupils to ensure that any gaps are closed as early as possible.

Our approach is holistic and based on each child's developmental needs, their interests and motivations and the context of our community. Our delivery takes account of the Characteristics of Early Learning and offers both adult led and child-initiated activities.

The ever-changing community which we serve has impacted on how we deliver our curriculum. Staff gain a secure knowledge of the needs of the children because parents share this information with them before the children start school. Our assessment procedures are robust and ensure that each practitioner knows what children know already and what they need to do next.

The school focus is on the prime areas of Learning so as to support children with their early language development. Practitioners provide excellent role models for the correct use of language and children develop quickly in a language rich environment. A number of language-based initiatives are delivered by the school. These are enhanced by the excellent relationships between staff and parents. Parents feel supported by the team who encourage them to engage with the learning process at home.

All children are treated as the unique individuals and staff encourage all children to embrace diversity and to develop respect for their friends, families and the wider community.

Staff have high aspirations for all children. The school offers many and varied opportunities to ensure that children succeed in later life. The curriculum is challenging and engaging because staff understand how young children learn best. Our school is predominantly white British, with an increasing cultural diversity. We provide all children with opportunities to increase their knowledge of the

wider world through celebrations of other cultures and beliefs, church visits, external visitors. We make good use of pupil premium money for things like the animal man, funded trips, nurture groups and enhancement groups.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | An increasing amount of children needing support with early communication and language skills and entering below ARE |
| 2                | An increasing amount of children with lower basic skills ie in nappies, dummy use, bottles etc                       |
| 3                | Some of our PP are more able and are supported to further develop  |
| 4                | An increasing amount of children coming in below ARE in Understanding the world.                                     |
| 5                |  |

## 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  |
|--|---|
| For data to show that those entering at below ARE are making at least good progress and the gap is narrowing | Children to make good progress and be working at ARE  |
| Basic skills for those children with lower skills to improve with staff support and close work with parents. | To ensure that children are toilet trained and not using dummies, bottles in school and preferably at home too.                                   |
| Data to show that PP children who are more able make at least good progress and are ARE                      | To ensure MA children are supported with enhancement to further progress  |
| To increase knowledge of the wider world to bridge the gap between PP childrens experiences.                 | Children will have opportunities to increase knowledge of world, local walks library, shops, park, visitors in animal man. Family day to seaside. |

## 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: £ [200]

| Activity                              | Evidence that supports this approach                                     | Challenge number(s) addressed |
|---------------------------------------|--|-------------------------------|
| Phonics training                      | Staff training on phonics with a focus on pre skills needed for reading. |                               |
| <i>Intervention- talk boost</i>       | This has had proven results for children with language delay             |                               |
| <i>Intervention nurture group</i>     | This has proven results for children with social skills and confidence   |                               |
| <i>Intervention enhancement group</i> | This has proven results for children who are more able                   |                               |

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

Budgeted cost: £ [insert amount]

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
| As above |                                      |                               |
|          |                                      |                               |

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

Budgeted cost: £244

| Activity                                    | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Animal man<br>Seaside visit<br>Local visits | To ensure that the cultural capital that children get at Millfields allows the children to experience things they may not otherwise get to do. |                               |

|                   |  |  |
|-------------------|--|--|
| Police/fire visit |  |  |
|                   |  |  |

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*See additional information*

### 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 |
|-----------|----------|
|           |          |
|           |          |

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

**The impact of that spending on service pupil premium eligible pupils**





## Further information (optional)

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