



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Comper Foundation Stage School
Number of pupils in school	135 (29 daycare, Nursery 46 & Yr R, 60)
Proportion (%) of pupil premium eligible pupils	5% 5 (3 EYPP in Nursery & 2 PP in YrR) There are 5 TYE funded 2 yr olds in daycare = 17% of cohort)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 To be reviewed termly dependent on Nursery intake. N.B we have been at capacity since January 2023.
Date this statement was published	January 2023
Date on which it will be reviewed	31.10.23
Statement authorised by	Catherine King (Headteacher)
Pupil premium lead	Catherine King (Headteacher)
Governor / Trustee lead	Jesper Ekelund

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5921
Recovery premium funding allocation this academic year	£725
Early Years Pupil Premium for this academic year	£1026



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	£7672



Part A: Pupil premium strategy plan

Statement of intent

Our aim at Comper is to provide all children with the opportunity to achieve their full potential. We are committed to removing barriers which can be caused by personal circumstances or learning gaps.

Common barriers to learning for disadvantaged children may include:

- Social and emotional needs, including attachment difficulties, emotional regulation difficulties and conflict resolution difficulties
- Poor oral language and/or communication skills
- Limited or narrow life experiences
- Complex family situations that prevent children from flourishing.

The challenges are varied and there is no 'one size fits all' approach for support.

Our objectives are:

- To eliminate the attainment gap between disadvantaged and non-disadvantaged children at Comper
- For all disadvantaged children to experience a rich curriculum
- To overcome emotional and self-regulation barriers
- To build strong and trusting relationships with all children and families who are part of Comper

We aim to do this through:

- Close monitoring of qualitative and quantitative information to ensure accurate and timely identification of children in need of support
- Ensuring that teaching and learning opportunities meet the needs of all the children and that where children have specific needs that these are addressed through high quality, evidence-based support led by appropriately trained staff
- Ensure that high quality CPD is a priority and that gaps in staff knowledge and skill are addressed through a robust CPD offer
- Ensure staff are given time to create strong, knowledgeable relationships with families through home visits, parent consultations, additional face to face meetings for children on the SEND register and good communication about learning through posts on Tapestry
- We ensure that teaching and learning opportunities meet the needs of each child
- Reviewing and redeveloping our curriculum so that it reflects the diverse community we live in



- We ensure that appropriate provision is made for children who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed
- We recognise that pupils eligible for Pupil Premium have a wide range of needs, including stretch and challenge for the most able, and we use the funding to improve outcomes for the full range of eligible pupils
- We also recognise that not all pupils who are vulnerable are registered or qualify for Pupil Premium funding. We reserve the right to allocate Pupil Premium funding to support any pupil, or group of pupils, who the school has identified as being at risk of underachievement
- We track the progress of pupil premium children rigorously to ensure there is a positive impact on learning outcomes

Challenges

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

Challenge number	Detail of challenge
1	Communication and language skills less well developed
2	Parental ability to support children's development at home (EAL, Mental Health, Parental Medical Needs, Multiple caring responsibilities in multigenerational homes, supporting children with early reading skills, understanding and finances)
3	Early numeracy skills less well developed
4	Children starting nursery with weaker self-regulation skills than their peers
5	Limited life experiences (cultural capital)

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 - Evidenced Through:
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Use a wider and richer range of vocabulary and language structures	Accurate assessment of children as being on track in their range at assessment points throughout the year
Provide a wide range of extracurricular activities to enrich children's experience and exposure to a greater vocabulary	Teaching and Learning Observations evidence children's progress and achievement in these key areas
Be able to express their ideas eg through role play, storytelling and conversation	Being on track for mathematics in the appropriate range for their age assessed against the non-statutory guidance Brith to 5 Matters
Show increasing confidence in managing their emotions, developing a positive sense of self, recognising their own abilities and persevering when things that are difficult	Parental Feedback Curriculum Planning shows practitioners are providing a rich experience for children.
Show mathematical skills expected for their age:	Leadership monitoring shows impact of adults on progress in these areas Leadership monitoring observes impact of high-quality interactions from adults.
Benefit from cohesive relationships between their key person and their parents/carers	Pupil Progress notes discussions and termly data drops show that children are making progress and that staff have a rich understanding of the gaps in children's learning and how to support them to close those gaps
Make good progress across all areas of learning because they experience a broad and rich curriculum	Children talk with confidence and enthusiasm using experience specific vocabulary about the extracurricular activities they have participated in at school

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: £ 6646

EPPSE (Effective Pre-School, Primary & Secondary Education Project)

<https://www.ucl.ac.uk/ioe/research/featured-research/eppse-publications>

EEF (Education Endowment Fund)

<https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit>



Activity	Evidence that supports this approach	Challenge number(s) addressed
Screen children's language using Wellcomm.	EPPSE studies show on average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.	1
In-house staff meetings to focus on provision and developing a broad and rich curriculum	EPPSE Research shows that when children and families' cultures are valued, both the child's experience of learning and progress can benefit (Husain et al., 2018, p. 4 and Gazzard, E. 2018 in Chalmers, H. and Crisfield, E. 2019)	4 5
Investment in subscription to EYMaths (Karen Wilding) to support CPD to further embed confident maths teaching in the EY	It is important for early years professionals to understand young children's mathematical development (such as the typical stages in learning to count) and to understand how to assess this development. There was an identified lack of confidence and knowledge in the staff body. The progression of skills and knowledge needed tightening up to support quality first teaching (EPPSE - better development for language, pre-reading, early number concepts and nonverbal reasoning) (EPPSE Findings about staff qualifications and quality have been used extensively to improve the quality of the workforce.)	3

Non-contact time for staff to communicate learning on Tapestry, meet with parents for SEND meetings and carry out home visits and discuss how to support early literacy and numeracy skills at home.	EPPSE studies indicate that involving parents in developing early literacy strategies can be beneficial	1 2 3 4
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Staff paid to stay each term for Vulnerable groups staff meeting to discuss vulnerable children, SEND & Pupil Premium X3 /term staff paid to stay for Teams Planning and Assessment meeting to ensure better communication around progress and next steps	To discuss early identification of additional need and possible strategies to support learners to make accelerated progress or problem solve difficult behaviours	1 2 3 4
Supply cover to release x2 staff to lead Family Links Parent Group once a week during the spring term (10 sessions)	EEF studies show that there is strong evidence to support the positive impact on progress in EY for interventions focus directly on training parents in parenting skills. Up to 5 months progress gains	2 4
Supply cover to release a member of staff to lead forest school for Yr each week.	A longitudinal study carried out by The Forest School association on the impact of Forest School in the early and primary years that tracked disadvantaged children. The study showed that children's academic attainment, social development, and emotional well-being increased as a result of Forest School, and did well in comparison to peers who didn't participate, whole school and national data. The study showed in particular, how playful social interactions in Forest School support emotional resilience which in turn supported academic attainment.	1 3 4 5

Increase number of Rocket Phonics reading books to ensure that there are a large enough number for all children to access at their correct rates of progress. Increase number of emergent phonics reading books from the scheme.	EEF – 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 of children from disadvantaged backgrounds.	2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 1026



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide an additional member of staff in the Nursery to be able to reduce the number of key children that each adult has and therefore increase the time that adults have to spend with disadvantaged children, modelling language, reading stories and supporting with communication with peers.</p>	<p>EEF research shows an impact of (+6months) when communication and language approaches used in the early years include reading aloud to children and discussing books, explicitly extending children's spoken vocabulary by introducing them to new words in context and drawing attention to letters and sounds. They also include approaches more directly aimed at developing thinking and understanding through language, such as 'sustained shared thinking' or 'guided interaction'. Approaches usually involve an early years professional, nursery teacher or teaching assistant, who has been trained in the approach, working with a small group of children or individually to develop spoken language skills.</p>	<p>1 2 3 4</p>

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

**See strategies included in CPD section that relate also to behaviour and wellbeing e.g Forest school teacher and Family links parenting group.

Total budgeted cost: £ 7672



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 2021 to 2022 academic year.

Our Pupil Premium Children have all made good progress from their starting points. This is evidenced through pupil progress meetings and the evidence that class teachers have gathered over the academic year. However, not all of them were on track in their range at the end of the academic year. The continued impact of child and staff absence during the last two years has had a huge impact on our children, particularly those from disadvantaged backgrounds.

We used pupil premium funding to provide wellbeing support for all pupils, and targeted CPD. We are building on that approach with the activities detailed in this plan.

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

Programme	Provider
Rocket Phonics	Rising Stars

Further information (optional)



What were the key barriers last year?

- Poor attendance
- Involvement with social care
- High levels of staff absence
- Ongoing recruitment and retention issues
- Complex lives outside nursery
- Children only attending for 15 hours of nursery.

What else did we spend funding on?

- Supporting x1 child with some ASC sessions when family circumstance were particularly difficult
- Providing enriching experiences for PP children which they may not have had access to otherwise. This includes:
 - Chick / hatching programme from Living Eggs
 - Providing compost, seeds and plants for Spring / Summer gardening experiences
 - Hatching butterflies
 - Visiting the theatre at Christmas for the Christmas Show
 - Buying school fish and equipment for class pets
 - Visit to the city farm
 - Supporting children to visit the library (bus fares)
 - Farmer Gows Farm visit to school

Governors have agreed that whilst the Pupil Premium Grant must prioritise the achievement and wellbeing of disadvantaged pupils, the benefits of resources and services should - wherever possible- extend to include other pupils, many of whom are also vulnerable.

We use funding to provide extra staff support and resources to ensure there is accelerated learning to ensure there is little or no difference between the achievement of eligible children and those that are not. The provision and impact through EYPP is monitored through all levels of leadership and management:

- Governor meetings
- Senior Leadership Team meetings
- Pupil Progress Meetings
- Performance Management Meetings
- Continual Professional Development.