

Pupil premium strategy statement – Comper Foundation Stage School

This statement details our school’s use of pupil 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	<p>December 2024 - 21 (2-3 year olds) Daycare 45 (3-4 year olds) Nursery</p> <p>Update for January 2025 - 15 (2-3 year olds) Daycare 55 (3-4 year olds) Nursery</p>
Proportion (%) of pupil premium eligible pupils	<p>December 2024 - 24% - 5- Funded two year olds in Daycare 9% - 4 -EYPP children in Nursery</p> <p>January 2025 - 33% -5- Funded two year olds in Daycare 7% -4 - EYPP children in Nursery</p>
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Sarah Weaver and Catherine King (Co-Headteachers)
Pupil premium lead	Sarah Weaver
Governor / Trustee lead	Alison Base

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£0
Recovery premium funding allocation this academic year	£0
Early years pupil premium for this academic year	£1,550.40
Total budget for this academic year <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>	£1,550.40
Budgeted cost: Due to our low numbers of pupil premium we are spending our funding to pay for overtime for staff to stay for CPD and extra hours during session time to enhance provision. For more details please see below.	

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 observations on Tapestry.
- We ensure that teaching and learning opportunities meet the needs of each child
- Embedding our newly developed curriculum so that it has maximum impact on the progress of all learners, but particularly those disadvantaged learners
- 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 Early Years 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 Early years Pupil premium funding.
- We reserve the right to allocate Early years 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 Early years pupil premium children rigorously to ensure there is a positive impact on learning outcomes.

What else did we spend funding on?

Providing enriching experiences for PP children which they may not have had access to otherwise. This included:

- Providing compost, seeds and plants for Spring / Summer gardening experiences
- Hatching butterflies
- Visiting the theatre at Christmas for the Christmas Show
- Visit to a local bookshop
- Supporting children to visit the library (bus fares)
- Farmer Gows Farm visit to school
- Professional musicians that visited the school (Tot's Tunes, Cushion Concert. Parent Choir - Madrigals and Christmas Carols)

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 and 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 Staff Meetings
- Appraisal Meetings
- Continual Professional Development.

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 are less developed.
2	Parental ability to support children's development at home (EAL, Mental Health, multiple caring responsibilities in multigenerational homes, supporting children with early reading skills, understanding and finances).

3	Early numeracy skills are less developed.
4	Children starting Nursery with less developed 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
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	
Be able to express their ideas eg through role play, storytelling and conversation	Teaching and Learning Observations evidence children's progress and achievement in these key areas
Show increasing confidence in managing their emotions, developing a positive sense of self, recognising their own abilities and persevering when things that are difficult	Being on track for mathematics in the appropriate range for their age assessed against the non-statutory guidance Birth to 5 Matters
Show mathematical skills expected for their age:	
Benefit from cohesive relationships between their key person and their parents/carers	Parental Feedback
Make good progress across all areas of learning because they experience a broad and rich curriculum	Curriculum Planning shows practitioners are providing a rich experience for children. Leadership monitoring shows impact of adults on progress in these areas Leadership monitoring observes the impact of high quality interactions from adults. Pupil Progress staff meeting 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 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)

(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-toolki>

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
Continued Investment in Tales Tool kit training and resources to support CPD to further embed and build confidence in teaching and developing a range of skills in the Early years.	It is important for early years professionals to understand and support young children's communication and language skills. There was an identified need through our assessment to build staff confidence. Tales tool kit provides resources and includes online training and support to ensure maximum impact is made across many areas of learning. It is proven to impact language, literacy, creativity, social skills, problem solving and close the gender gap in Literacy, (EPPSE Findings about staff qualifications and quality have been used extensively to improve the quality of the workforce.)	1
Non-contact time for staff to communicate learning on Tapestry, meet with parents for SEND meetings and carry out	EPPSE studies indicate that involving parents in developing early literacy and numeracy strategies can be beneficial	1 2 3

home visits and discuss how to support early literacy and numeracy skills at home.		
Staff paid to stay each term for Vulnerable groups staff meeting to discuss vulnerable children, SEND & EYPP, Two year old funding. Teachers and Grade 8 staff paid weekly 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 3 4 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide additional members 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 communication with peers.	EEF research show an impact of (+6 months) 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.	1,2,3,4

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

**See strategies included in CPD section that relate also to behaviour and wellbeing

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our Pupil Premium Children all made good progress from their starting points. This was evidenced through pupil progress meetings and the evidence that class teachers and support staff gathered over the academic year.

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 year's plan.

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***

N/A