

Pupil premium strategy statement

This statement details our school's use of Early Years Pupil Premium for the 2024 to 2025 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	Acacia Nursery School
Number of pupils in school	98
Proportion (%) of EYPP eligible children	19%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2026
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Maureen Okoye
Pupil premium lead	Harriet Rise SENCO/Assistant Headteacher
Governor / Trustee lead	Dr Rachel Howcroft

Funding overview

Detail	Amount
Early Years Pupil Premium funding allocation this academic year	£5445.12
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	£5445.12

Part A: Pupil premium strategy plan

Statement of intent

We have high aspirations for all children in our care and we are determined to equip them to be global citizens. Early Years Foundation Stage is fundamental in equipping children with basic life skills to prepare them for key stage 1 and beyond. We believe that every child has an important role to play in society and that it is our duty to prepare them for future challenges. We ensure that effective budgeting prioritises the needs of all children and in addition, pupil premium grant is used to further close any gaps and remove any barriers to learning for eligible pupils.

- We ensure that teaching targets missing components for individual pupils to close knowledge gaps and prepares children for early reading, mathematical concepts and knowledge of the world.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed;
- We are committed to providing opportunities for personalised learning and accelerating progress for all pupils and in particular vulnerable pupils;
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive pupil premium funding will be socially disadvantaged. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- All our work funded through the Early Years Pupil Premium (EYPP) will be aimed at accelerating progress moving children to at least age-related expectations and ensuring access to a rich, broad and balanced and progressive curriculum;
- Early Years Pupil Premium (EYPP) resources may also be used to target children receiving the pupil premium grant to achieve end of year expectations, particularly at the end of key stages, thus further supporting their transition to the next phase in their education;
- The Governing Board will ensure that we publish information on how we have used their Pupil Premium Grant to address the issue of narrowing the achievement gap, for socially disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
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1	Many disadvantaged pupils at our school start their education at a lower level of achievement in reading, writing and mathematics than other pupils. They have had less exposure to a wide vocabulary and less experience of number and familiarity with reading. Poor memory skills and the inability to transfer knowledge to long term memory can impact pupil progress and attainment.
2	Due to a lower exposure to a wide vocabulary at home, many of our pupils in receipt of EYPP funds find early reading and comprehension challenging and perform less well than their peers.
3	Many of our disadvantaged pupils begin school with limited exposure to formal spoken English, having spoken a language other than English at home during their formative years.
4	Children in receipt of pupil premium funding often attend for 15 hours a week rather than 30 hours. This reduction in time spent in a education setting compared to children attending 30 hours, often results in less exposure to language, phonics teaching and adult interaction.
5	Some of our disadvantaged pupils live in cramped, busy households which limits their access to materials and experiences supportive of educational success. This affects pupil confidence and knowledge of the key basic skills such as times tables and spelling development.
6	Some of our pupils in receipt of the EYPP fund have low self-confidence and difficulty in regulating their emotions which acts as a barrier to their educational success.

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. EYPP funding is used to part fund key interventions for vulnerable children and priority is given to children eligible for EYPP. Provision for our children who are looked after is subject to specific scrutiny and review as our most vulnerable group.

Intended outcome	Success criteria
Early reading	• Access to good quality phonics teaching that address gaps • Exposure to high quality texts • Supporting parents
Early counting, recognition of numbers	• Access to good quality teaching that systematically and coherently builds on knowledge through a well-designed curriculum • Data collection shows progress in disadvantaged pupils attaining the higher standard.

Quality first teaching and research-based retrieval methodology used to reduce missing components of knowledge.	- Recall and rehearsal used to support closing gaps - Lesson feedback, outcome monitoring and pupil voice shows evidence of sustained, deliberate practice to support progression for children. - Sessions begin with a recap to revisit and rehearse prior learning - Pupil voice demonstrates children know more and remember more. They are able to explain what they are learning and how it links to what they have learn in the past – linking components and weekly/ termly composites.
To ensure the attendance of pupils in receipt of EYPP is above 96%.	- Reduction in persistent absence for PPG group. - Attendance data analysis at half-termly meetings shows figures for disadvantaged pupils above 96%. - Early help referrals to ensure families are supported by outside agencies.
Increase enrichment opportunities, including local trips, bespoke activities that remove barriers to learning and improve mental health concerns.	- Experiences, trips and visitors planned for all pupils across the year. - Provision of a wide range of extra-curricular activities accessed by disadvantaged pupils at subsidised cost to allow children to participate in experiences that are not provided within the home environment. - Parental engagement activities are strategically planned and numbers demonstrate sustained engagement
To support the most vulnerable pupils in receipt of the EYPP funds to achieve their full potential by ensuring access to in school therapeutic services which develop social and emotional well-being.	- Good progress for target groups in R,W,M. - S&L therapy reports indicate impact. - Music therapy reports indicate impact - Social skills and communication groups indicate impact

Activity in this academic year

This details how we intend to spend our early years pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training to support Quality First Teaching across the school to support all groups of children but particularly those disadvantaged, SEN and more Able. Training to develop teacher knowledge of the most effective ways to ensure children know more and remember more and make good or better progress from starting points	Supporting the Attainment of Disadvantaged Pupils identifies high quality teaching as a key aspect of successful schools. DFE, 2015. “Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend.” (Sutton Trust Report, 2011).	1, 2, 3, 4
Release time for middle leaders to provide additional coaching / mentoring support for early years practitioners including supervision Leadership coaching sessions for all leaders develop and empower leaders to drive and improve achievement and attainment Actions research groups including all staff (TA, EYP, teachers, leaders, SEND support staff)	Coaching for teaching and learning: a practical guide for schools identifies that teachers’ learning and development underpins school improvement and provides a vehicle for raising achievement and attainment. When teachers’ learning is based on their genuine assessment and understanding of pupils’ learning they can start to make adaptations to their practice which can lead to real differences in outcomes. (National College, 2010). Within the school context, there are two Early Career Teachers.	1 2 3 4
Training for Teaching Assistants, SEN staff and EYFS support staff to enable tar-	Making Best Use of Teaching Assistants identifies that research on TAs delivering targeted interventions in one to-one or small group settings	1,2,3,4

geted interventions and follow up within the classroom to ensure effective challenge from starting points and the lowest 20% catch up quickly. Teaching Assistant/ SEN support staff lesson studies ensure good practice is shared. Outside agencies e.g. SALT and EP training sessions for staff.	shows a consistent impact on attainment. Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes. EEF, 2021. Within the school context, training, development and evaluation of intervention undertaken by teaching assistants is in place to ensure identified pupils catch up quickly.	
Home reading books and shared reading books resources are regularly replenished to ensure pupil access to high quality texts is consistent to ensure breadth of reading opportunity.	Book accessibility is imperative for developing positive reading habits and engagement in reading for pleasure (DFE, 2012). Limitation of vocabulary knowledge is a predictor of achievement which is often linked to socioeconomic status. A word gap study suggested that pupils growing up in poverty hear about 30 million fewer words in a conversation by age 3 than those from more privileged backgrounds and that the lack of exposure to words and books has an impact on both their literacy and numeracy attainment, (OUP, 2018). Within the school context, reading and vocabulary are a priority in all lessons.	1,2,3,4,5,6,7,8
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. The recovery curriculum focuses on the social emotional and wellbeing aspects of learning and includes, reflective journal, wellbeing sessions, mindfulness, happy boxes, hygiene and safety.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	5

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

Budgeted cost: **£4,232.59**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a specific EYP to lead 1:1 and small group reading sessions with a focus on communication and language.	Communication and language approaches emphasise the importance of spoken language and verbal interaction for children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning, (EEF 2021). Within the school context, the specific investment of an additional teaching assistant to deliver speech and language intervention is in place to ensure capacity, consistency in provision and rapid progress for pupils identified with need.	1, 4
Allocated adult specifically employed to read with pupils 1:1	Book accessibility is imperative for developing positive reading habits and engagement in reading for pleasure (DFE, 2012). Limitation of vocabulary knowledge is a predictor of achievement which is often linked to socioeconomic status. A word gap study suggested that pupils growing up in poverty hear about 30 million fewer words in a conversation by age 3 than those from more privileged backgrounds and that the lack of exposure to words and books has an impact on both their literacy and numeracy attainment, (OUP, 2018).	
Online programmes including: home learning access, google classroom	Digital technology can add up to +4 months progress (EEF, 2019). Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.	
Additional phonics follow up sessions targeted at disadvantaged pupils	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics	2

who require further phonics support.	interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
Research Table and follow up sessions	The reduction in the ratio of pupils to teacher compared to a regular classroom setting also allows for closer interaction between educators and pupils. The EEF report that this can have an impact of 4 months across a year, (EEF 2021). Within the school context, data demonstrates the effectiveness of target intervention in a specific timeframe. A structure of success has been established Tuition targeted at specific needs and knowledge gaps 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) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3,4,5,6,7,8

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

Budgeted cost: **£1,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment opportunities including: subsidised peripatetic music lessons and subsidised residential visit for children in receipt of the EYPP fund	The EEF, consider evidence based research unpicking the 'enriching' of education and the intrinsic benefits to ensure all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. Within the school context, systems of evaluation, analysis and forward planning to ensure an effective spending model.	

Subsidised extended day including wrap around and after school club offer for disadvantaged pupils	Planning to get the most from any extra time is important. It should meet pupils' needs and build on their capabilities. Where additional time is voluntary, it is important to monitor attendance to ensure pupils who need additional support can benefit. Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision (EEF, 2021).	7,8
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and ensuring behavior is seen as communication.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Leadership of coffee mornings (including additional EYFS specific coffee mornings)	The security of the evidence around parental engagement is high. The key mechanism for parental engagement strategies is improving the quality and quantity of learning that takes place in the home learning environment (EEF, 2021). A revised strategy in response to COVID 19 has been implemented in the school context to ensure parent partnership structures are rebuilt.	
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
EWO is employed to help manage poor attendance and to offer more	Attendance will be improved and children will make progress	

targeted support for families who may be struggling.	in all areas of the curriculum and gap will close.	
Family Support Improve routines at home for children attending for only 15 hours a week through targeted family support. Early help referrals to help families suffering from poor mental health to ensure families receive support. Parents to attend coffee morning on the importance of routine, healthy eating and how to encourage communication through play and interaction. Children to receive daily 'bedtime stories' to ensure they develop listening and attention skills needed to be able to engage with adult led learning opportunities.	The EYFS states: Children's back-and-forth interactions from an early age form the foundations for language and mental development. The number and quality of the conversations they have with adults and other children throughout the day in a language-rich environment is crucial. By commenting on what children are doing or interested in and echoing back what they say with new vocabulary added, you will build children's language effectively.	

Total budgeted cost: £5,932.59

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 2023 to 2024 academic year.

Data of Pupil Premium Children 2023-2024

Of the 7 N2 children who started reception in September 2024, 6 of them were at expected or above. All of the pupil premium children were initially well below age related expectations. The only child who didn't meet expected levels was a child with a diagnosis of ASC. 2 of the 7 children were above expected and beginning to read fluently and write sort potentially plausible sentences.

Name of Child	SEND/ EAL	N1/N2 or two-year-old	Baseline	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		N2	Well below expected	Well below expected	Well below expected	Below Expected ARE	Below Expected ARE	Below Expected ARE	Expected ARE
	SALT / EAL	N2	Below expected	Below Expected ARE	Below Expected ARE	Below Expected ARE	Expected ARE	Expected ARE	Above Expected ARE
	ASC / EAL	N2	Below expected	Well below expected	Well below expected	Well below expected	Well below expected	Well below expected	
	EAL	N1	Below Expected ARE	Below Expected ARE	Below Expected ARE	Below Expected ARE	Below Expected ARE	Expected ARE	Expected ARE
	SALT	N2	Well below expected	Well below expected	Below Expected ARE	Below Expected ARE	Below Expected ARE	Below Expected ARE	Expected ARE
		N1	Well below expected	Below Expected ARE	Below Expected ARE	Below Expected ARE	Below Expected ARE	Expected ARE	Expected ARE
		N2	Below Expected ARE	Below Expected ARE	Below Expected ARE	Below Expected ARE	Below Expected ARE	Expected ARE	Expected ARE
		N2	Below Expected ARE	Below Expected ARE	Below Expected ARE	Below Expected ARE	Below Expected ARE	Expected ARE	Expected ARE
	SEND	N1	Well below expected	Well below expected	Well below expected	Below Expected ARE	Below Expected ARE	Below Expected ARE	Expected ARE
	SEND	N1	Well below expected	Well below expected	Well below expected	Below Expected ARE	Below Expected ARE	Below Expected ARE	Expected ARE
		N2	Below Expected ARE	Below Expected ARE	Below Expected ARE	Expected ARE	Expected ARE	Above Expected ARE	Above Expected ARE
	SEND	2-year-old	Well below expected	Well below expected	Well below expected	Well below expected	Well below expected	Well below expected	Well below expected
	EAL	2-year-old	Below Expected ARE	Below Expected ARE	Below Expected ARE	Below Expected ARE	Below Expected ARE	Below Expected ARE	Expected ARE
		2-year-old	Below Expected ARE	Below Expected ARE	Below Expected ARE	Below Expected ARE	Expected ARE	Expected ARE	Expected ARE

N1 children and two-year-olds continue to make good progress against starting points and are on track to be at expected levels before starting school.

We supported each child through a personalised approach specific to their needs and barriers to learning. In some cases, it was valuable to offer additional hours outside of the 15-hour entitlement to ensure good attendance, routines and to ensure children developed the listening and attention skills needed to access learning.

By prioritising the reading of stories through we ensured that children who do not get read to on a daily basis at home, don't fall behind their peers. Consequently, the pupil premium children who initially found it challenging to focus during story times and carpet time, began to build the vital skills needed to engage with circle times.

Personalised support to individual families meant that we could get the route of some of the struggles faced by families. This personalised approach allowed us to ensure that families felt listened to and valued. By building trusting and open relationships with families, we were able to improve attendance and punctuality.

Trips to Hackney City Farm, the Young V&A and other local trips in the area exposed children to new language and new experiences, widening their understanding of the world. By including parents in these trips, we were able to model the importance of interaction, questioning and following children's lines of enquiry.

Real-life experience such as campfire cooking and looking after the tortoises has helped to embed new language in correct contexts. Ensuring that staff receive regular training regarding the importance of high-quality interactions has ensured that children rapidly improve their speech and communication skills.

Books that focus on emotions and emotional literacy were purchased and this helped to build resilience and understanding regarding regulating emotions and developing appropriate coping strategies. As a result, children's behaviour improved due to their increased ability to comprehend situations. This meant that the challenge of poor behaviour acting as a barrier to learning was reduced and thus outcomes improved.