**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 | St. Thomas Centre Nursery School | St. Thomas Centre Nursery School | St. Thomas Centre Nursery School |
|  | Autumn 21 | Spring 22 | Summer 22 |
| Number of pupils in school | 116 3-4 yr olds | 118 3-4 yr olds | 150 3-4 yr olds |
| Proportion (%) of pupil premium eligible pupils | 18.97% 22pp | 21.19% 25pp | 19.33% 29pp |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2022 | 2021-2022 | 2021-2022 |
| Date this statement was published | 19.10.21 | 19.10.21 | 19.10.21 |
| Date on which it will be reviewed | 19.10.22 | 19.10.22 | 19.10.22 |
| Statement authorised by | Mandy Cryan | Mandy Cryan | Mandy Cryan |
| Pupil premium lead | Lauren Davidson | Lauren Davidson | Lauren Davidson |
| Governor / Trustee lead | Lorna Rose | Lorna Rose | Lorna Rose |

**Funding overview**

|  |  |  |  |
| --- | --- | --- | --- |
| **Detail** | **Amount** |  |  |
| Pupil premium funding allocation this academic year | £ 53p per hour per child | £ 53p per hour per child | £ 53p per hour per child |
| Recovery premium funding allocation this academic year | na | na | na |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | na | na | na |
| **Total budget for this academic year** | £2274 | £2385 | £3393 |

**Part A: Pupil premium strategy plan**

**Statement of intent**

|  |
| --- |
| Aims and Objectives 2021-2022  Creative methods and materials will be used to address the gaps shown in attainment between non P.P & P.P children. This will be done using the research and experience of our artist in residence. This work involves empowering children through creative working, alongside using a child-centered approach which builds confidence and respects personal interests.  A creative facilitator will be in school every week to work with the P.P children focusing on the attainment gaps highlighted by Target Tracker. Each specific intervention will be designed to meet the learning needs of the Pupil Premium children.  By placing the child at the centre of their learning it helps to develop life skills. This fits with our school values which are: to be creative thinkers, resilient, problem solvers, communicators, curious, independent, knowledgeable, secure, self-regulated, confident, empathic, happy and engaged.  All specific Pupil Premium interventions expand on the children’s knowledge, provide new experiences and offer different problems to solve. Targeted intervention in areas such as P.S.E.D & Understanding the World are approached in small groups with differentiated language and aims. |

**Challenges**

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

|  |  |
| --- | --- |
| **Challenge number** | **Detail of challenge** |
| 1 | To close the gap in attainment levels of the P.P& non P.P children |
| 2 | To provide appropriate extended learning possibilities for P.P children |
| 3 | Meeting the P.S.E.D needs of all P.P children |
| 4 | Focus on the needs of SEND/P.P children |
|  |  |

**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** |
| Identified children to keep their attainment level at expected or above expectations in the prime and specific areas of learning.  If this not achieved for practitioners to be able to give reasons at pupil progress meeting. | Regular dialogue between Lauren Davidson, Lorna Rose and Key Workers regarding identified pupils.  Regular pupil progress meetings every half term between teachers and Key Workers. |
|  |  |

**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: £

|  |  |  |
| --- | --- | --- |
| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| na |  |  |
|  |  |  |

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)** Budgeted cost: £

|  |  |  |
| --- | --- | --- |
| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Targeted intervention work with identified children in identified areas of learning. | During discussions at Pupil progress meetings, gaps in pupils learning will be identified. | 1-2 |
| Targeted intervention work by key workers on early support plans | During discussions at Pupil progress meetings, gaps in pupils learning will be identified | 3-4 |

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

Budgeted cost: £ *[insert amount]*

|  |  |  |
| --- | --- | --- |
| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| *na* |  |  |
|  |  |  |

**Total budgeted cost: £**

**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.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| * **Baseline Assessments September 2020**  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | * Baseline | * CLL | * PD | * PSED | * LITERACY | * MATHS | * UW | * EAD | | * Age related and above | * **PP** * 50% (10) * **NPP** * 53% (19) | * **PP** * 65% (13) * **NPP** * 72% (26) | * **PP** * 55% (11) * **NPP** * 67% (24) | * **PP** * 25% (5) * **NPP** * 44% (16) | * **PP** * 25% (5) * **NPP** * 42% (15) | * **PP** * 30% (6) * **NPP** * 42% (15) | * **PP** * 35% (7) * **NPP** * 50% (18) | | * Below age related | * **PP** * 50% (10) * **NPP** * 43% (17) | * **PP** * 35% (7) * **NPP** * 28% (10) | * **PP** * 45% (8) * **NPP** * 33% (12) | * **PP** * 75% (15) * **NPP** * 56% (20) | * **PP** * 75% (15) * **NPP** * 58% (21) | * **PP** * 70% (14) * **NPP** * 58% (21) | * **PP** * 65% (13) * **NPP** * 50% (18) |  * Lorna Rose worked with our identified pupil premium children throughout last year. She gave children from disadvantaged families the support they needed to learn and close any development gaps shown between them and their peers. Systematic and targeted intervention work had a positive impact. We documented all of this intervention work throughout the year. * To meet the needs of the children who stayed at home, we put together boxes of open-ended materials and packs of equipment for them to use at home. This included access to inspiration and online instruction videos. |

**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** |
| na |  |
|  |  |

**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)