

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	Newtown Nursery School	Newtown Nursery School	Newtown Nursery School
Term	Autumn 21	Spring 22	Summer 22
Number of pupils in school	50 3-4 yr olds	90 3-4 yr olds	100 3-4 yr olds
Proportion (%) of pupil premium eligible pupils	30pp 60%	44pp 48.9%	56pp 56%
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		
Date on which it will be reviewed	19.10.22		
Statement authorised by	Mandy Cryan		
Pupil premium lead	Sarah Roberts		
Governor / Trustee lead	Lorna Rose		

Funding overview

Detail			Amount
	Autumn	Spring	Summer
Pupil premium funding allocation this academic year	£0.53per hour per pupil	£0.53per hour per pupil	£0.53per hour per pupil
Recovery premium funding allocation this academic year	£0	£0	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0	£0
Total budget for this academic year <i>This is variable as children join us thorough out the year.</i>	£3021	£3323	£ 7049

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 gained in empowering children through creative working, alongside using a child-centered approach which builds confidence and respects personal interests.

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	Autumn – Maths Data collected by Target Tracker
2	Autumn - Literacy
3	Spring – PSED
4	Summer – Understanding the World

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
<p>Identified children to attain age related expectations in the prime areas of learning through exploring creative methods.</p> <p>If this is not achieved, for practitioners to give feed-back and develop new ideas at pupil progress meeting.</p>	<p>Regular dialogue between Deputy Head, Artist in residence and Key Workers regarding identified pupils.</p> <p>Regular pupil progress meetings every half term between teachers and Key Workers.</p>
<p>Identified children to attain age related expectations in the specific areas of learning.</p> <p>To be discussed at pupil progress meeting and monitored through Target Tracker.</p>	<p>Regular dialogue between Deputy Head, Artist in residence and Key Workers regarding identified pupils.</p> <p>Regular pupil progress meetings every half term between teachers and Key Workers.</p>

Activity in this academic year 2021-2022

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
See below		

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 aimed at identified areas of learning where there are gaps.	During discussions at Pupil progress meetings, gaps in pupils learning will be identified. Targeted intervention will be tracked and documented.	1-3
Targeted intervention work by key workers on early support plans	During discussions at Pupil progress meetings, gaps in pupils learning will be identified.	4

Wider strategies

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuous creative provision with artist support.	Ongoing creative documentation	1,2,3,4
Relationship building	Targeted intervention will be documented	3

Total budgeted cost: Included

Part B: Review of outcomes in the previous academic year

Further information regarding Pupil Premium Children for last year 2021-2022:

Pupil Premium / Children NPP

Summer 2022	CLL	PD	PSED	LIT	MATH	UW	EAD
Age related and above	PP 65%	PP 85%	PP 81%	PP 69%	PP 81%	PP 65%	PP 77%
	NPP 64%	NPP 73%	NPP 68%	NPP 64%	NPP 73%	NPP 64%	NPP 73%

- 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.

Externally provided programmes

Programme	Provider
Routine, weekly access to working with an artist exploring creative methods, investigation and problem solving. - All intervention based on Target Tracker data outcomes.	Lorna Rose - Artist

Service pupil premium funding (optional)

Measure	Details

Further information (optional)