



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	Comper Foundation Stage School
Number of pupils in school	144 (28 make up daycare) Nursery & Yr R =
Proportion (%) of pupil premium eligible pupils	9% 10 (5 EYPP & 5 PP)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 To be reviewed termly
Date this statement was published	19.11.21
Date on which it will be reviewed	31.10.22 (and termly)
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	£10,111
Recovery premium funding allocation this academic year	£ 870
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	£10,981



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, 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
Use a wider and richer range of vocabulary and language structures	Evidenced Through: <ul style="list-style-type: none"> • Accurate assessment of children as being on track in their range at assessment points throughout the year • 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	
Show increasing confidence in managing their emotions, developing a positive sense of self, recognising their own abilities and persevering when things are difficult	



<p>Show mathematical skills expected for their age:</p> <ul style="list-style-type: none"> • recognise numbers to 3 without counting them • recite numbers past 5 • count objects in sequence (to 5) • know that the last number they say when counting tells them how many they have in total • link numerals and amounts 	<ul style="list-style-type: none"> • Parental Feedback • Leadership monitoring observes impact of adults on children's progress in these areas • Leadership monitoring observes impact of high-quality interactions from adults • Pupil Progress Meeting Notes evidence children are making progress in these areas and working within the expected range and discussions show that staff have an excellent understanding of child development and how the curriculum can be used to support progress • Curriculum Planning shows practitioners are providing a rich experience for children
<p>Benefit from cohesive relationships between their key person and their parents/carers</p>	
<p>Make good progress across all areas of learning because they experience a broad and rich curriculum</p>	



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: £ 7822

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 understanding of a broad, 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
Practitioner training re mathematical development in the Early Years and maths curriculum development support delivered by Maths Consultant – Nathan Crook	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	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
Staff paid to stay for SENCo surgery meeting to discuss	To discuss early identification of additional need and possible strategies to support learners to make accelerated	1 2 3



vulnerable children, SEND & Pupil Premium	progress or problem solve difficult behaviours	4
Practitioner Training re: self-regulation (zones of regulation), Family links approaches to behaviour & circle time	EPPSE studies show that at age 11, high quality pre-school was especially important for boys, pupils with SEN and those from disadvantaged backgrounds	4
Brain Story Staff Meeting – improve practitioner knowledge of brain development in the early years and the impact of adult interaction on this	EPPSE studies show that at age 11, high quality pre-school was especially important for boys, pupils with SEN and those from disadvantaged backgrounds	1 2 3 4
Supply cover to release x2 staff to train as Family Links Parent Group Leaders	EPPSE studies indicate that involving parents in developing early literacy strategies can be beneficial	2 4
Supply cover to release a member of staff to train as a Forest School Lead	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
Implement (buy resources and training) new phonics scheme to improve the quality of early reading teaching and learning and ensure the school is meeting government criteria around a validated 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

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

Budgeted cost: £ 3159



Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide and 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.	EEF research show 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.	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

Budgeted cost: £0 (See strategies included in CPD section that relate also to behaviour and wellbeing, included in costs there)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		

Total budgeted cost: £ 10,981



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.

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 and school closures during the last two years has had a huge impact on our children, particularly those from disadvantaged backgrounds. 50% of our PP children are also on the SEND register.

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
- Covid related School Closures
- Severe staffing shortages due to Covid
- Complex lives outside nursery
- Children only attending for 15 hours of nursery.
-

What did we spend funding on?

- Supporting three children with rucksacks and book bags to support self-esteem and raise the importance of early reading and school readiness
- 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
 - Bringing the Emma Boor Puppet show 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.