



Pupil Premium Report



The Limes Nursery School takes children from areas of high deprivation and a number of children who are eligible for Free School Meals/Pupil Premium funding. Of the 2015/16 cohort 23 children, 15 boys and 8 girls have been eligible for this funding. The make-up of this group of children has changed from the time of entry for a number of reasons, such as children leaving and joining part way into to the year. Additionally some children were not found to be eligible for Pupil Premium funding until February 2016. Therefore the data and other measures used to inform this report is based on the group of children who were eligible for the funding at the time of exit and does not include 2 of the children who have identified SEN's, although they participated fully in the intervention sessions.

As a result of issues surrounding eligibility and application for funding direct intervention work began in Term 4. Prior to this 10 children from this group attended weekly/fortnightly Language Groups run by the SENCO to support the development of their communication and language skills. From the time of entry, in many cases and throughout the year 15 of the families of these children received individualised input from the Family Support Team. This included one to one support sessions, help with housing and financial issues and participation in parenting classes. As we recognise the importance of parent/carer involvement in early year's education as being one of the key factors in improving educational and socio-economic outcomes for all children, these parents were also highlighted and specifically encouraged to attend parent meetings, Maths Story Time sessions and Tapestry Workshops.

After analysis of entry and mid-point data, it was identified that the attainment in the area of Personal, Social and Emotional Development (PSED) was lower for the Pupil Premium group than the whole school average. The SENCO and Assistant Head planned and delivered a sequence of five high impact intervention sessions with the focus of developing emotional resilience and managing feelings. Research evidence also informs us that the development of these skills supports progress in all curriculum areas. The recent findings of "Social and Emotional Skills in Childhood and Their Long Term Effects on Adult Life" a report by the Institute of Education for The Social Mobility and Child Poverty Commission, states:

"There are likely to be substantial benefits to be gained across people's lives if effective interventions can be found to enhance social and emotional skills in early childhood."(2015)

The children were separated into small groups based upon their individual emotional needs and communication abilities. Each session delivered was evaluated and the planning for future sessions was adjusted to meet the needs of the groups and individual children. When these sessions had been completed the Assistant Head planned and delivered a further two intervention sessions to each group. The focus of these sessions was to support the children's transition from nursery to school.

Impact

The analysis of exit data tells us that the Pupil Premium group of children on average do not meet age related expectations but they are only slightly below them (1 point). Although the attainment of the Pupil Premium group of children is lower than the whole school average in PSED they have actually made more progress in this and many other curriculum areas than the whole school average and most other ethnic groups of children.

Curriculum Area	Average Entry	Average Exit	Average Difference
PSED –Making relationships	11	16	5
Self-confidence and self-awareness	12	16	4
Managing feelings and behaviour	10	14	4
CaL – Listening and attention	12	14	2
Understanding	12	15	3
Speaking	12	15	3
PD – Moving and handling	12	16	4
Health and self-care	12	16	4
L – Reading	12	16	4
Writing	12	16	4
N – Numbers	11	16	5
Shape, space and measure	11	16	5
UW – People and communities	11	16	5
The world	12	16	4
Technology	11	15	4
ED – Exploring and using media and materials	12	15	3
Being imaginative	11	16	5

We have also used observations, evaluations of intervention sessions and feedback from Parent/Carer Questionnaires to measure the impact of this work. Observations of the individual children as documented in their Learning Journals clearly shows great progress has been made by all of this group. When using Tapestry Online Journal analysis tools to monitor the progress of Somali and Pakistani children in the Pupil Premium group we find that they have made high levels of progress from entry, in comparison to the whole school average. One of these children has made more progress than any other child in this year's cohort, having made on average an 8 point increase from entry to exit. A further two children from this group are also within the top ten children who have made most progress this year, having made a 6 and 5 point increase.

Costing Breakdown

	Time	Cost (based on hourly rate of SENCO and Assistant Head)
Intervention sessions and evaluation	21 hours	
Planning and assessment	6 hours	
Total	27 hours	

Next Steps

Moving forward to 2016-17 we have systems in place to identify those eligible and access funding upon entry. In order to further improve the impact of our work with this group of children we plan to begin intervention group work in Term 2 when the children have fully settled into nursery and small group work outside of the classrooms is appropriate for their levels of development. Exit data from this year's cohort will be used to inform us of the focus of our intervention work to ensure that support for this group is in place from the earliest time. This will also afford us the opportunity to measure the impact of our work with this group at regular points throughout the year. In the coming year we will also increase levels of parental involvement of the children in this group. As mentioned above it is well documented that parental involvement is key in improving outcomes for all children and we recognise this in our work with them. We hope to establish a process of consultation through which parents are kept informed about the work with their child and are able to have a say in the direction it takes. The whole school and Family Support Team will work closely to offer tailored support to the individual children and families from entry and to develop the home learning environment. Parent workshops will be held throughout the year on a range of topics, including how to access and contribute to their child's Tapestry Online Learning Journal. Parents will also be invited to join their child's Key Group and class for 'Story and Singing' sessions each term.