



Margaret McMillan Nursery School and Children's Centre

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Pupil Premium at Margaret McMillan

Background to Pupil Premium Funding

Pupil premium is a designated amount of money that the government allocates to each school, based upon a number of factors which are linked to the perceived deprivation of certain pupils in school. The government believes that the pupil premium, which is additional to main school funding, is the best way to narrow the gap in achievement between children experiencing social deprivation using Free School Meals as an Indicator.

The Early Years Pupil Premium provides an extra **£0.62 per hour for three and four year old children**:

- Whose parents are in receipt of certain benefits
- Were formally in local authority care but who left care because they were adopted
- Were subject to a special guardianship or child arrangements order.

This means an extra **£353.40** a year for each eligible child. At Margaret McMillan the number of children in receipt of Free School Meals varies from term to term.

Pupil Premium Funding Allocation:

2020-2021	£6342	21 children
2021-2022	£6040	20 children
2022-2023	£7,524	22 children
2023-2024	£6,007.80	17 children

School Vision

We have high aspirations and ambitions for our children and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to realise their full potential. It is well documented that high quality early education can influence how well a child does at both primary and secondary school. We ensure that teaching and learning opportunities meet the needs of all of the pupils. To do this we undertake careful assessments and ensure that resources are used to implement well researched and proven interventions. We aim to use the pupil premium resources to ensure that those children experiencing deprivation receive the additional support they need.

Barriers to Learning

Language Development

We know from our own and local data that many children are not achieving age appropriately in language and communication skills. Every Child a Talker (ECAT) national project found that upwards of 50% of children on school entry have some speech, language and communication needs.

Funding priorities:

Use Every Child a Talker (ECAT) to improve the speech, language and communication skills of all children.

- To raise children's achievement in early language development
- To increase practitioner knowledge and understanding of children's early language development and how to support it

- To increase parental understanding of and involvement in their children's language development

Planning and delivering small language enhancement groups. Speech therapists delivered staff training and ensured groups are targeted at the specific needs of each child. The impact of the support is tracked across each term. Peer coaching, by Deputy Head/SENCo, ensures that the quality of staff training and delivery is maintained throughout the year. Parent workshops and information sessions led by Deputy Head and other school staff.

Well Being and Emotional development

We know that the long term outcome for children is much enhanced if they acquire a positive attitude to themselves and their learning (reference: Education Endowment Foundation (EEF) research). We believe that the skills and attitudes they acquire at nursery bring a positive sense of achievement and support children in feeling able to contribute to their school community.

Funding priorities:

To enhance children's sense of self worth and well being through a bookmaking/writing which allows children to work directly with a skilled teacher, to make books both individual and as a shared writing focus based on whole class projects and their own ideas. The projects are linked to the class curriculum to extend the children's knowledge and offer another route into learning. The children will 'see themselves as writers and see their work valued at nursery alongside published texts.

Literacy development

Our data shows that children who are eligible for Pupil Premium benefit from additional support with literacy development in terms of both reading and writing. The children work with an experienced teacher on reading and writing projects such as individual and collaborative book making. These activities are linked to the class curriculum to extend the children's knowledge and skills and to enable them to develop a sense of themselves as competent readers and writers.

Measuring Impact

- Observation analysis and achievement mapped against EYFS Development Matters
- Cohort progress comparisons across the year in Prime areas
- Ecat assessments across the year
- Governor monitoring

Review: September 2024

2023-2024

Expenditure: £7,524

Language and communication skills

Staff training (adult child interaction, peer coaching, Language group planning and delivery)
Language group cover for key staff (planning, training, delivery, assessment, parent meetings)
Special time cover for key staff (planning, training, delivery, assessment, parent meetings)

Bookmaking

Curriculum support teacher 0.4 FTE
Resources (book making paper/pens etc, photographs, etc)
Cover for staff feedback and forward planning

Impact

Our tracking data showed that approximately 50% of children eligible for pupil premium entered nursery below ARE in the prime areas compared to approximately 25% of non- pupil premium eligible children. Children with Pupil Premium make very good progress in all areas, the majority achieving above ARE in the prime areas.

Pupil Premium projects this year included bookmaking with our curriculum support teacher. The children worked with the teacher to make individual and shared books based on the focus curriculum in the nursery. The children

were able to participate in telling their own stories, observing the adult scribe their story (pointing out key features of the writing process) and to take an active role in both illustration and writing where appropriate. The books were shared in small groups and kept in the book areas alongside commercially published texts. The children showed great skills and concentration alongside a real enthusiasm to follow through, finish and read their book. The main gains can be seen in the children's ability to focus, respond to modelling and instruction and grasp what is required very quickly. Their self-worth grew as they started to see themselves as an author and see their book valued by others and kept alongside published texts. The children's understanding of the writing process was developed and they began to use the skills learned in other areas of the nursery, e.g. writing shopping lists in the home corner and reading books to others. The children were able to describe what they did and how they achieved the end results which supported their sense of ownership alongside their language and communication skills.

The language enrichment groups have included many of the Pupil Premium children – these groups have enabled specific language and communications skills to be developed, speeded up identification of needs and moved children on. Alongside these groups children have received individual support through special time. The children's confidence as language users has grown alongside their vocabulary.