

Pupil premium strategy statement – Highfield Nursery School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	Autumn 2024: 67 Spring 2025:
Proportion (%) of pupil premium eligible pupils	Autumn Term: 52%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/25
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Natalie Sinclair
Pupil premium lead	Steven Hodson
Governor / Trustee lead	Karen Stephens

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year- due to being nursery age, funding is received termly.	Based on Autumn Terms figures expected income for the year of at least £13,566
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 13,566

Part A: Pupil premium strategy plan

After reviewing the updated guidance Sept 2024

(<https://www.gov.uk/government/publications/pupil-premium>) “Pupil premium is not a personal budget for individual pupils, and schools do not have to spend pupil premium so that it solely benefits pupils who meet the funding criteria. It can be used:

- to support other pupils with identified needs, such as those who have or have had a social worker, or who act as a carer
- for whole class interventions which will also benefit non-disadvantaged pupils”.

Therefore, we have reviewed attainment data of all children on roll and identified children are classed as disadvantaged using our school criteria (**which is referred to as our Orchids group**) which is:

- **Children who have or have previously had a social worker.**
- **Children who have or had previously a targeted package of early help support with either CFW or our family support worker.**
- **Children whose parents/ carers have not consented to family support and / or CIN plan but of whom we feel meet the criteria of requiring support.**
- **Children whose parents have limited understanding of English.**
- **Asylum or refugee children or children who have fled their home or been made homeless.**
- **Those families who have less expendable income than EYPP criteria i.e low paid working families (based on what we know).**

As a federation we have decided if a child is EYPP they will not fall into the Orchid group and vice versa. This is so they do not appear in two lots of data. If a child is an EYPP child, they will always be classed as EYPP whilst on roll with us and the same will apply if the child is put in the Orchid group criteria.

Statement of intent

Our ultimate objectives for all our disadvantaged children are...

- To continue to raise the expectations and standards across all areas of learning for all children across the school.
- To ensure the gap between disadvantaged children and non-disadvantaged children is closed, at the very least, made a lot smaller.
- To ensure all disadvantaged children have the same outcomes, richer experiences, and wider opportunities throughout their time at nursery.
- To ensure all disadvantage children always have quality first teaching from all teachers and practitioners to ensure maximum progress and learning opportunities.

Our current pupil premium strategy plan is working towards these outcomes by...

- Providing high quality, evidence informed training to all teachers and practitioners to ensure their teaching and learning knowledge is current, aspirational, creative, and forward thinking.
- We have a rigorous and systematic assessment process from when they start with us at Highfield Nursery, throughout their time with six monthly assessments and a final assessment before they start school. These follow on from 2-year-olds up until they leave. We also have a specific tracker and assessment process for SEND children, as we recognise, we need smaller steps, these are assessed more frequently (termly).
- All disadvantaged children have extra time dedicated to their learning and development through 1-1 teaching, small group interventions, and extra home-school links to support their whole family.
- When organising trips, visitors, extra-curricular activities we open these up to EYPP children first and ensure we include all disadvantaged (Orchids) children (this could be by subsidising costings, having an extra session/day, tapping into their interests and/or area of need).

Our key principles of our strategy plan are...

- All children have the same if not more experiences to support their overall learning and development.
- Our EYPP strategy plan is tailored to meet the need and interests of the specific children within this cohort. Taking into consideration the demographic of our nursery, current social and economic barriers in our local area, wider issues that could be affecting our children and families such as Covid recovery.
- Our plan will reflect the individual needs and barriers to learning from diverse groups of disadvantaged children including 2-year-old's, SEND, and EAL.

Challenges

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

Challenge number	Detail of challenge
1	Limited play skills (2-year-olds and complex needs provision)
2	Limited experiences of the world (2-year-olds and complex needs provision)
3	Communication and Language – all areas (across the setting not necessarily EYPP chn but disadvantaged children)
4	Poor gross motor skills (across the setting not necessarily EYPP but disadvantaged children)

5	Parental engagement – upskilling on best ways to support learning (across the setting)
6	Substantial number of children who do not have access to a dentist, poor dental hygiene with some families. (across the setting)
7	Children with complex needs struggle with regulating their sensory systems, this impacts on how they engage with the environment.
8	Fluctuating levels of resilience often reflected of home circumstances.
9	Literacy- all areas (two-year-olds)

Baseline Data tells us that:

September 2025 Leavers (Pre-school)

Sept 2024 data show EYPP children are attaining higher than those who are not classed as disadvantaged children in most areas of learning.

Sept 2024 data show Orchids children are attaining below those children who are not classed as disadvantaged children in all areas of learning.

September 2026 Leavers

Sept 2024 data show EYPP and Orchids children are attaining higher than those who are not classed as disadvantaged children in Personal, Social and Emotional Development.

Sept 2024 data show EYPP and Orchids children are attaining below than those children who are not classed as disadvantaged children in most areas of learning, with a significant gap in Physical Development.

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
To improve interactions between pupils and practitioners, focusing on modelling play skills and extending language through the ShREC approach	2025 Leavers By July 2025, 90% of disadvantaged children (EYPP and Orchids) will show high levels of involvement (at least 4 in Leuven scales)

	<p>By July 2025, 85% of disadvantaged children (EYPP and Orchids) children will be working on track for communication and language</p> <p><u>2026 Leavers</u> By July 2025, 90% of disadvantaged children (EYPP and Orchids) will show high levels of involvement (at least 4 in Leuven scales)</p> <p>By July 2025, 60% of disadvantaged children (EYPP and Orchids) will be on track for communication and language</p>
<p>To provide opportunities to promote risk taking and resilience throughout provision, ensuring practitioners understand the benefits of risk taking and how it impacts on wider outcomes</p>	<p><u>2025 Leavers</u> By July 2025, 75% of disadvantaged children (EYPP and Orchids) children will be on track for personal, social, and emotional development</p> <p>By July 2025, 85% of disadvantaged children (EYPP and Orchids) children will be on track for physical development</p> <p><u>2026 Leavers</u> By July 2025, 75% of disadvantaged children (EYPP and Orchids) children will be on track for personal, social and emotional development</p> <p>By July 2025, 75% of disadvantaged children (EYPP and Orchids) children will be on track for physical development</p>
<p>To provide enrichment opportunities through trips out, visitors to the setting and through providing resources for parents to use with children (Christmas trip, farm visit, pumpkins, family events and more tbc)</p>	<p>Throughout the year, all disadvantaged children across the year get priority on all trips and accessing visitors to nursery.</p>
<p>To support communication and language development using visiting specialists and researched interventions, such as WellComm</p>	<p><u>2025 Leavers</u> By July 2025, 85% of disadvantaged children (EYPP and Orchids) children will be on track for communication and language</p> <p><u>2026 Leavers</u> By July 2025, 60% of pupils will be on track for communication and language</p>

<p>To improve physical development outcomes across the nursery through the use a visiting specialist.</p>	<p><u>2025 Leavers</u> By July 2025, 85% of disadvantaged children (EYPP and Orchids) children will be on track for physical development</p> <p><u>2026 Leavers</u> By July 2025, 75% of disadvantaged children (EYPP and Orchids) children will be on track for physical development.</p>
<p>To improve the provision across the setting, in regard to supporting sensory regulation, utilising suggestions by visiting specialists and recent CPD</p>	<p>Evidenced in walk-through from multiple sources (HT, SENCO, SIP, Governors, Room Leads)</p>
<p>To improve Literacy development for our 2026 leavers through:</p> <ul style="list-style-type: none"> • accessing visiting specialist and • accessing sensory story sessions delivered by practitioners. • accessing squiggle whilst you wiggle sessions 	<p><u>2026 Leavers</u> By July 2025, 60% of pupils will be on track for Literacy.</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)

Estimated Budgeted cost: £13, 4255

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve interactions between pupils and practitioners, focusing on modelling play skills and extending language through the ShREC approach, including</p>	<p>High quality interactions in the Early Years – The 'ShREC' approach.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1, 3</p>

ordering relevant resources and provision.		
To provide opportunities to promote risk taking and resilience throughout provision, ensuring practitioners understand the benefits of risk taking and how it impacts on wider outcomes through CPD	What is Risky Play in Early Years? Twinkl Teaching Wiki	8
To provide enrichment opportunities through trips out, visitors to the setting and through providing resources for parents to use with children (Christmas trip, farm visit, pumpkins, family events, Dentist visit and more tbc)	What is Cultural Capital in the Early Years? - Twinkl	2, 3
To improve Literacy development for our 2026 leavers through: <ul style="list-style-type: none"> • accessing sensory story sessions delivered by practitioners. • accessing squiggle whilst you wiggle sessions 	Squiggle Whilst You Wiggle 2.0 - Spread the happiness Sensory Stories and Sensory Storytelling SEND - Twinkl	3, 9

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

Estimated Budgeted cost: £5340.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Vicky Dempsey – Sensory specialist	<ul style="list-style-type: none"> - Supports regulation of children - Builds play skills - Upskills staff on sensory regulation 	1, 3,4,5,7,8
Rythmicality	<i>Nursery rhymes are extremely valuable to support language and communication skills, build confidence and prepare children for reading and writing as they get older. Opportunities to hear, learn, and sing rhymes and songs have been missed for many children due to the pandemic.</i> National Literacy Trust	3,4,5,7,8, 9
Kick On	<i>'Extensive physical experience in early childhood puts in place the neurological, sensory, and motor foundations necessary for feeling good in your body and comfortable in the world. The intimate connection between brain, body and mind must be understood; when they are viewed as one system, the impacts of active physical play, health and self-care are observed and the effects on a child's early brain development and mental health of adverse childhood experience, including malnutrition, illness, or neglect, is recognised.'</i> Birth to Five Matters	1,2,3,4,7,8

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

Estimated: Budgeted cost: £4,5057

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Utilising family support worker and admin team (through targeted support, but also coffee mornings) to engage parents in support systems and remove barriers that these families face	Clear link between attendance, parental mental health, and financial circumstances on learning outcomes	All challenges
Early Help given to targeted families through an intensive piece of work	Clear link between parental mental health, home circumstances and learning outcomes	All challenges

Total estimated budgeted cost: £ 23, 271.20, plus part time family support worker salary and oncosts.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024 Nursery Leavers

As a school we assess against our defined curriculum end points, which have been devised as a full staff time, considering where we want our pupils to be by a specific age.

At the end of the 2023/24 academic year, we saw that our EYPP children made outstanding progress. 100% of children in the cohort leaving for school were assessed as on track in communication and language, physical development and knowledge and understanding the world. The other four areas of the curriculum (personal, social, and emotional development, maths, literacy and expressive art and design) were all assessed as 90% of EYPP pupils being on track. This shows that the range of interventions used and increased interactions with pupils have enabled our EYPP pupils to make significant progress in all areas of learning.

The weekly sessions based around physical development, communication and language and expressive art and design (Sports and Rhythmicality) have contributed to the progress of our children but have also enabled them to attend groups which they may not have the opportunity to attend out of school due to parent motivation or lack of funds.

2025 Nursery Leavers

EYPP funding for 2-year-olds was introduced in April 2024. At the end of the academic year, the children in the 2025 leavers cohort were assessed as being 89% on track for communication and language, 78% on track for expressive art and design, 67% on track for physical development, literacy and understanding the world and 56% on track for personal, social, and emotional and development and maths.

This cohort have been using Wellcomm to support the assessment and teaching of communication and language, which impacts across the curriculum. With the noted progress in this area, this will be implemented within the preschool room next academic year.

With maths being one of the lowest attaining areas for this cohort, we will be taking part in two maths programmes during the next academic year to help boost staff confidence and knowledge in the subject area. There will also be a focus on parental engagement and upskilling parents in supporting mathematical learning at home.

Barriers to Implementation

Although we intended to engage in Walk and Talk session, we found it hard to staff these events due to increased ratios on excursions. We had planned to use teaching students within numbers but unfortunately one student left their course during the placement and another prior to their placement. We did however plan events at the nursery and make

some local excursions. Events such as the farm visit and pumpkin picking trips were enjoyed by our children and lead to much discussion and cross-curricular learning opportunities in class.

Further Activities and Interventions

We began weekly physical development sessions with a sports coach, open to all children for a fee or funded for EYPP children. The sessions were based around increasing core strength and movement but also benefited communication and language through using directional language and we saw a noted boost in confidence for our pupils who initially struggled in this area. At the beginning of the year only 36% of our EYPP children finishing nursery in 2024 were on track. At the end of the year 100% of EYPP nursery leavers were on track for physical development.

Some of our children on our EYPP list have complex needs and require specialist support to meet their sensory needs. A sensory specialist worked with staff to model sensory regulation and worked directly with these pupils also.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Physical development sessions	Kick-On
Music and movement sessions	Rhythmicality
Sensory regulation and play	Petite Education