



Westfield Nursery School- Pupil Premium Strategy Statement

This statement details our school's use of Early Years Pupil Premium (EYPP) funding to help improve the attainment of our disadvantaged pupils. It outlines our Early Years 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	104 (Autumn Term)
Proportion (%) of pupil premium eligible pupils	30% (Autumn Term)
Academic year/years that our Current early Years Pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	N2 & N1
Date this statement was published	Autumn 2025
Date on which it will be reviewed	Summer 2026
Statement authorised by	Full Governing Body
Early Years Pupil Premium lead	Mrs Collins
Governor / Trustee lead	Mrs Waceba

Funding Overview

Detail	Amount
Early Years Pupil Premium funding allocation this academic year	£20,153.57
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£20,153.57

Part A: Early Years Pupil Premium Strategy Plan

Statement of Intent

We

- Want EYPP pupils to exit Nursery with no gap in assessment data compared to their non-EYPP peers?
- Review pupil data and target key learning intentions for each child. We identify which small group and /or 1:1 learning would best focus on this key learning.
- Ensure all children have access to this small group/ 1:1 support for their learning
- Share this learning with families each term
- Focus on supporting families with access to food and clothes
- Build cultural capital by rolling out a programme of visitors and events

Challenges

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

Challenge number	Detail of challenge
1	<p>Speech and language below age related expectations</p> <ul style="list-style-type: none"> -Below age-related expectations for communicates with adults and children (C&L) N2 Baseline Average age 3 years 9 months (36a) 24c- Communicates with adults and children (C&L) N1 Baseline Average age 2 years 9 months (24a) 18a- Communicates with adults and children (C&L)
2	<p>Low social, sense of self and emotional skills</p> <ul style="list-style-type: none"> -Below age-related expectations for communicates their feelings, wants and needs (PSED) N2 Average age 3 years 9 months (36a) 24d- Communicates their feelings, wants and needs (PSED) N1 Baseline Average age 2 years 9 months (24a) 18b- Communicates their feelings, wants and needs (PSED) -Below age-related expectations for looks after their health, safety and self-care needs (PD) N2 Baseline Average age 3 years 9 months (36a) 24c- Looks after their health and self-care needs (PD) N1 Baseline Average age 2 years 9 months (24a) 18a- Communicates with adults and children (C&L) Looks after their health and self-care needs (PD) -Below age-related expectations for develops a friendship (PSED) N2 Baseline Average age 3 years 9 months (36a) 24c- Develops a friendship (PSED) N1 Baseline Average age 2 years 9 months (24a) 18a- Develops a friendship (PSED)
3	<p>Behaviours and 'social thinning'</p> <ul style="list-style-type: none"> -Below age-related expectations for looks after health, safety and self-care (PD) -Below age-related expectations for communicates their feelings, wants and needs (PSED) -Some children arrive at Nursery not toilet trained (76%) -Some children have limited routines & boundaries (e.g. not sitting to eat/ drink) -Some pupils arrive at Nursery with little awareness of others; lack of early social development e.g. sharing, turn taking
4	<p>Early reading below age related expectations</p> <ul style="list-style-type: none"> -Below age-related expectations for listens to and tells a story (Lit) -Some pupils arrive at Nursery with little experience of books and reading N2 Baseline Average age 3 years 9 months (36a) 24d- Listens to and tells a story (Lit) N1 Baseline Average age 2 years 9 months (24a) 18b- Listens to and tells a story (Lit)
5	<p>Early Maths below age related expectations</p> <ul style="list-style-type: none"> -Below age-related expectations for Knows and uses number N2 Baseline Average age 3 years 9 months (36a) 24c- Understands and uses numbers (MD) N1 Baseline Average age 2 years 9 months (24a) 18b- Understands and uses numbers (MD) -Below age-related expectations for Understands and uses number patterns N2 Baseline Average age 3 years 9 months (36a) 24d- Knows and uses numerical patterns (MD) N1 Baseline Average age 2 years 9 months (24a) 12a- Knows and uses numerical patterns (MD)
6	<p>Poverty and poor cultural capital</p> <ul style="list-style-type: none"> -Cost of living crisis -Limited access to a wide range of outside experiences
7	<p>Parental engagement, attitudes to education, low aspiration & low attendance</p> <ul style="list-style-type: none"> -Below age-related expectations across all curriculum areas EYPP N2 Prime: (20 pupils) N2 Baseline Average age 3 years 9 months (36a) 24c- Communicates with adults and children (C&L) Looks after their health and self-care needs (PD) Develops a friendship (PSED) Moves with confidence in a range of ways (PD) Uses simple tools (PD)

	<p>24d- Communicates their feelings, wants and needs (PSED)</p> <p>EYPP N2 Specific:</p> <p>24c- Uses mark making tools (Lit) Understands and uses numbers (MD) Shows care for communities, the environment and living things (UTW) Creates a piece of art/model (EAD)</p> <p>24d- Listens to and tells a story (Lit) Knows and uses numerical patterns (MD) Performs a dance/song or rhyme and uses imagination (EAD)</p> <p>EYPP N1 Prime: (11 pupils)</p> <p>N1 Baseline Average age 2 years 9 months (24a)</p> <p>18a- Communicates with adults and children (C&L) Looks after their health and self-care needs (PD) Develops a friendship (PSED) Moves with confidence in a range of ways (PD) Uses simple tools (PD)</p> <p>18b- Communicates their feelings, wants and needs (PSED)</p> <p>EYPP N1 Specific:</p> <p>18a- Uses mark making tools (Lit)</p> <p>18b- Listens to and tells a story (Lit) Understands and uses numbers (MD) Shows care for communities, the environment and living things (UTW) Creates a piece of art/model (EAD)</p> <p>12a- Knows and uses numerical patterns (MD) Performs a dance/song or rhyme and uses imagination (EAD)</p> <ul style="list-style-type: none"> -Some children live in households with a range of needs -Some children have little support for home learning -Some pupils arrive late, are collected late and have sporadic attendance -Low parental expectations and aspirations (unaware of what children should be doing when)
8	<p>Pupil group</p> <p>-For some children there are Safeguarding, Special Educational Needs and Disabilities (SEND) and English as an Additional Language (EAL) needs</p>

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
-Improved self- awareness, self-regulation & confidence	-Pupils are performing above or broadly in line with peers for communicates their feelings, wants and needs (PSED) -Improved school readiness
-Greater understanding of feelings and emotions and ability to share/ voice these to others	-Pupils are performing above or broadly in line with peers for communicates their feelings, wants and needs (PSED) -Improved school readiness
-Improved vocabulary	-Pupils are performing above or broadly in line with peers for communicates with adults and children (C&L) -Monitoring visits show new vocabulary practised and embedded (key/ & extended)
-Improved progress	-Children make better than expected progress and progress is equivalent to non- EYPP peers -Improved school readiness
-Improved independence	-Monitoring observations show pupils who are independent and confident e.g. in accessing resources, toileting -Improved school readiness
-Improved resilience	-Monitoring observations show pupils with high levels of engagement who persevere through difficulties -Improved school readiness
-Improved health and well-being	-Well-being scores for pupils at 3+ -Families access Nursery larder where required
-Improved feeling of safety & security	-Monitoring observations show pupils who are happy and confident
-Improved attitudes to education and opportunities (pupil)	-Monitoring observations show high levels of engagement and excitement in learning -Monitoring observations show curious learners -Monitoring observations show children using taught vocabulary -Improved school readiness
-Increased confidence in understanding and communication in different situations	-Pupils are performing above or broadly in line with peers for communicates their feelings, wants and needs (PSED) -Pupils are performing above or broadly in line with peers for communicates with adults and children (C&L) -Improved school readiness
-Wider experiences ensured (leading to wider knowledge)	-Passport of free activities shared and celebrated -Home-learning shared and celebrated -Extra home learning packs shared (e.g. at Christmas, resources needed throughout term) -Free enrichment activities including performance, music, animal, food and physical & visitors programme
-Support for families to minimise impact of cost-of-living crisis	-Family larder accessed -Act of kindness fund accessed -Cost of enrichment activities supported by Nursery -Positive feedback from families
-Engagement in education	-Events attended (e.g. singing/ stay and play/ consultation) -Home learning packs/ new books accessed (Book start/ Christmas gift) -Positive feedback from families
For all targeted group interventions pupils will show progress on curriculum assessments	

Activity in this Academic Year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality small group and 1:1 interventions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3, 4, 5
Cultural capital programme & poverty support	https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-1-setting-the-scene	6
Parental engagement	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement	7

Targeted Academic Support

Budgeted cost: £19,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly Lift Off to Language Intervention groups (2-year-olds) (3–4-year-olds)	<p>-Intervention approved & advocated by local authority</p> <p>-Previous use of intervention has shown positive progress for pupils in the following areas:</p> <ul style="list-style-type: none"> ✓ Improves listening and attention ✓ Builds confidence ✓ Supports understanding, communicating and speaking ✓ Introduces a wide range of vocabulary, linked to themes (pre-teaching/ consolidation) ✓ Allows children to express themselves <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 2, 3, 4, 5
Weekly Games Group Intervention groups	<p>-Nursery written and delivered approach, previous use of intervention has shown positive progress for pupils in the following areas:</p> <ul style="list-style-type: none"> ✓ Builds confidence ✓ Supports language and communication ✓ Encourages interactions, cooperation, sharing and turn taking ✓ Supports ability to accept other's needs, share resources and take turns ✓ Develops specific skills e.g. counting <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 2, 3, 5
Weekly- My Time Emotions Intervention Group	<p>-Nursery written and delivered approach, previous use of intervention has shown positive progress for pupils in the following areas:</p> <ul style="list-style-type: none"> ✓ Builds confidence ✓ Supports language and communication ✓ Aids naming and identifying emotions ✓ Supports understanding of change e.g. new baby/ starting school ✓ Nurtures self esteem ✓ Fosters resilience ✓ Supports ability to accept other's needs <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 2, 3, 4, 5
Weekly WellComm Interventions Group	<p>-Intervention approved & advocated by local authority</p> <ul style="list-style-type: none"> ✓ Early Identification of need ✓ Supports understanding, speech and language development by focusing on next steps from the 'Big Book of Ideas' ✓ Improves listening and attention ✓ Builds confidence ✓ Allows children to express themselves <p>https://www.gl-assessment.co.uk/products/wellcomm/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 2, 3, 4, 5
Weekly Story time Intervention Group	<p>-Nursery written and delivered approach, to support positive progress for pupils with the aim to:</p> <ul style="list-style-type: none"> ✓ Build listening & attention skills ✓ Improve enjoyment of reading ✓ Support repeated refrains ✓ Encourage discussion of characters & events ✓ Help hearing rhymes ✓ Aid hearing alliteration <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-</p>	1, 2, 3, 4, 5

	approaches#:~:text=Early%20literacy%20approaches%20have%20been,as%20much%20as%20six%20months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
Weekly Maths Intervention Group	-Nursery written and delivered approach, to support positive progress for pupils with the aim to: <ul style="list-style-type: none"> ✓ Build listening and attention skills ✓ Support sharing and/ or turn taking ✓ Improve confidence with cardinality (Expressing the quantity of a set) https://www.atm.org.uk/write/mediauploads/journals/mt262/mt26213.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3, 4, 5
Weekly Activ8 session	-External supplier planned and delivered sessions <ul style="list-style-type: none"> ✓ Greater confidence and self esteem ✓ Improved concentration ✓ Better well being ✓ Development of skills ✓ Enhanced social skills ✓ Increased school readiness ✓ Models' healthy lifestyle https://www.betterhealth.vic.gov.au/health/healthyliving/children-keeping-them-active	1, 2, 3, 7
Bucket Time intervention group (based on Attention Autism)	Nationally recognised approach advocated by external agencies e.g. Local Authority Early Years Support Team -Previous use of intervention has shown positive progress for pupils in the following areas: -Builds listening & attention skills -Encourages sensory experiences -Supports focussed 'workstation' -Encourages social interactions https://www.ginadavies.co.uk/professional-services/	1, 2, 3, 5
Tap Tap Box Intervention Group	Nationally recognised approach new to Nursery. Written and delivered to support positive progress for pupils with the aim to: -Build listening & attention skills -Encourage sensory experiences -Support social interactions https://cavuhb.nhs.wales/files/children-young-people-and-family-services/tap-tap-box-pdf/	1, 2, 3, 5
CPD for Communications Champion	CBC- Sail into sounds	1, 2, 3, 4, 5
CPD for all staff on high quality interactions	Teachers cascading Communications Champions Training https://bedslutonchildrenshealth.nhs.uk/services/bedfordshire-and-luton-childrens-speech-and-language-therapy-service/speech-and-language-training-and-workshops/central-bedfordshire-communication-champion-course/ CBC- Curiosity Programme https://attentionautism.co.uk/curiosity-programme/ Michelle Gedes- SHREC (Share attention, Respond, Expand, and Conversation) https://educationendowmentfoundation.org.uk/early-years/the-shrec-approach	1, 2, 3, 4, 5
Resources		1, 2, 3, 4, 5

Wider Strategies

Budgeted cost: £3,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
Poverty & cultural capital program -Optional uniform & preloved uniform (when available) -Second hand clothes/ toys sales (Autumn) -Nursery food larder (on-going) -Nursery library (on-going) -Home learning based on everyday objects (no spend/ Half termly) -Free home learning packs (on-going) -Passport of free activities (on starting) -Enrichment program of wider experiences (performance/ musical/ animal/ physical and food-across the year) -Visitors programme (across the year)	https://early-education.org.uk/cultural-capital/	6
Parental Engagement strategies -Attendance phone calls & letters -Non-threatening events (coffee morning/ singing/ reading/ stay and play) -Communication systems (informal chats, letters, website, consultations)	Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	7

Total budgeted cost: £22,930

Part B: Review of the Previous Academic Year- Outcomes for Disadvantaged Pupils

2024-2025

18% pupils were not in another pupil group
EYPP & SEND 33%
EYPP & EAL 29%
EYPP & Vulnerable 9%
EYPP & SEND & EAL 6%
EYPP & LAC & EAL 3%
EYPP & LAC & EAL & SEND 3%

The employment of a teaching assistant with the role of EYPP Champion and an external provider to carry out interventions/ activities ensures EYPP pupils received a good package of support and delivery is not affected by ensuring ratios.

Prime Curriculum Areas (July 2024)

EYPP N2: Average age 4 years 5 months (48c) x14 pupils

36b- Looks after their health and self-care needs (PD)
36c- Moves with confidence in a range of ways (PD) Uses simple tools (PD)
36d- Communicates with adults and children (C&L) Communicates their feelings, wants and needs (PSED) Develops a friendship (PSED)
Children made above expected progress in all areas
Children made excellent progress in Looks after their health and self-care needs (PD)
Children made good progress in all other areas

EYPP N1: Average age 3 years 5 months (36c) x18 pupils

24c- Communicates with adults and children (C&L) Communicates their feelings, wants and needs (PSED) Looks after their health and self-care needs (PD) Develops a friendship (PSED) Moves with confidence in a range of ways (PD) Uses simple tools (PD)
Children made 3 steps progress in all areas except Looks after their health and self-care needs (PD) and Uses simple tools (PD) where they made 2 steps progress

Specific Curriculum Areas (July 2024)

EYPP N2:

36c- Shows care for communities, the environment and living things (UTW)
36d- Listens to and tells a story (Lit) Uses mark making tools (Lit) Understands and uses numbers (MD) Knows and uses numerical patterns (MD) Creates a piece of art/model (EAD) Performs a dance/song or rhyme and uses imagination (EAD)
Children made very good progress in Listens to and tells a story (Lit) Knows and uses numerical patterns (MD) Creates a piece of art/model (EAD)
Children made good progress in all other areas

EYPP N1:

24c- Listens to and tells a story (Lit) Uses mark making tools (Lit) Understands and uses numbers (MD) Shows care for communities, the environment and living things (UTW) Creates a piece of art/model (EAD)
24d- Knows and uses numerical patterns (MD) Performs a dance/song or rhyme and uses imagination (EAD)
Children made 3 steps progress in all areas except Shows care for communities, the environment and living things (UTW) where they made 2 steps progress

Well-Being Scores

Score 5 = 15% Score 4 = 76% Score 3 = 6% Score 2 = 3% (Scores 3 & 2 due to additional needs)

Externally Provided Programmes

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

Programme	Provider
Activ8 (gross motor physical activity skills programme) https://www.youthsporttrust.org/media/bnnj50f1/early-years-review-report.pdf	TFG (The Future Games)