



Early Years Pupil Premium Report 2024-25

This statement details our school's use of Early Years Pupil Premium 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.

Early Years Pupil Premium

The aim of the Early Years Pupil Premium is to narrow, or close the gap between children from disadvantaged backgrounds and other children by providing additional funding to schools and settings such as ours, therefore providing the opportunity to raise the quality of provision we offer.

All children aged three and four who meet the eligibility criteria will benefit from the funding. This funding is paid directly to us on an hourly rate basis, linked to claimed hours for entitled children. In order to be able to claim this funding we require parents to sign the funding agreement which asks for details of parent's date of birth and National Insurance number.

Which three-and four-year-olds will be eligible for the EYPP?

A child will be eligible for the EYPP if they:

1. Are in a low-income family and their parents are in receipt of benefits (one or more), for example, Child Tax Credit and Universal Credit; more information can be found here <https://www.gov.uk/get-extra-early-years-funding>;
2. Have been adopted from care;
3. Have left care through special guardianship;
4. Have been looked after by the local authority for at least the span of one day;
5. Are subject to a child arrangement order.

As an Early Years setting we have the freedom to choose how we spend the money to best support disadvantaged children in our care. Our Nursery School will use any additional funding in the following ways:

1. Continue our commitment to furthering our knowledge within our Continuing Professional Development by attending training relevant to our cohort's needs;
2. Provide support to families such as information awareness sessions;
3. Providing additional staff to allow us to focus on a series of time limited interventions for children 1-1 and in small groups;
4. Purchasing additional resources;
5. Learning experiences to enhance the cultural capital of our children.



Measuring the impact of the EYPP

We are continually reviewing the data we collect on children's attainment and refreshing our strategies to support children who are not working at typical levels for their age and stage of development. The practical ideas that are implemented on a daily basis are only a few of the strategies used and their success can be monitored through the data. However, there are other ways that we measure and monitor the impact we have on families. These are:-

1. Informal conversations at the start or end of a day
2. Parent feedback through Parent Meetings with Key Workers
3. Formal consultations
4. Success after the implementation of the 121 or group interventions
5. Conversations with professionals we work alongside to support families
6. Feedback from feeder primary schools
7. Leuven's Well Being and Involvement Scales

School overview 2024-25

Detail	Data
Number of pupils in school (as of summer 2024)	54
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium report covers	2024-25
Date this report was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Tatyanna Antoine
Pupil premium lead	Tatyanna Antoine

Challenges 2024-25

This details the key barriers to attainment that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Lower levels of attainment in PSED at baseline
2	Lower levels of attainment in CL at baseline
3	Lack of prior cultural capital and curriculum enrichment experiences



Allocation of spending 2024-25: This details how we spent our pupil premium (and recovery premium) funding this academic year to address the challenges listed above.

Detail	Amount
Pupil premium funding allocation this academic year	£6,378.85

Activity	Areas of Learning covered/ intended outcomes	Challenge number(s) addressed	Cost
Creative Station Resources	Communication and Language <i>To enrich the environment and provide extra resources to improve outcomes in specific aspects of children's learning.</i>	3	£895
Visiting farm	<i>Promotes language development, supporting children's understanding of the world, confidence and sharing experiences.</i>	1,2,3	£585
Visiting Dinosaurs	Understanding the world Communication and Language <i>To increase children's understanding of the world around them and learn facts about dinosaurs.</i>	1,2,3	£1,095
Extra sessions for named child to support attendance and regulate behaviour	PSED 5 sessions/ week x14 weeks @ £30.25/ session	1	£2117.50
121 and small group work to improve communication and language with Early Years Practitioner (3hrs/wk for 38 wks)@ £14.82/hr	Communication and Language Personal, Social and Emotional development <i>To enrich children's communication and language experiences and to build on and develop speaking, listening and understanding skills.</i>	1, 2	£1,689.48

Total cost: £ 6381.98



Outcomes for EYPP pupils Summer 2025

End of year data shows improvements in communication and language and PSED. Literacy and maths will be an area of development next year.

Summer EYPP: 16 children				
2024/2025	On track		Not on track	
	No.	%	No.	%
Personal and Social	13	81	3	19
Communication and Language	13	81	3	19
Physical Development	16	100	0	0
Literacy	10	63	6	37
Mathematics	6	38	10	62
Understanding the World	14	88	2	12
Expressive Art and Design	14	88	2	12