



## **Early Years Pupil Premium Report**

The Early Years Pupil Premium funding is in addition to the nursery school's budget. Schools or early years settings are free to decide how to allocate this funding to best support the raising of achievement for the most vulnerable pupils. Staghills Nursery School provides a tiered approach to spending Early Years Pupil Premium funding.

Staghills Nursery School regularly monitors and tracks the attainment and progress of all our pupils enabling us to deliver our intervention and support effectively.

We measure the impact in many ways including:

- Data analysis
- Parent's feedback and child's voice
- 'Hard' evidence in pupil's Learning Journals
- Consultations

### **2024-2025 (£8399.67)**

Pupil premium has been spent in relation to our Tiered approach. Therefore, any funding spent falls into one of three tiers either:

Teaching

Targeted Academic Support

Wider Strategies.

### **Impact of Teaching**

In order to close the attainment gap between children who are in receipt of EYPP monies and non-disadvantaged children, it is important to provide high quality teaching opportunities to maximise learning. Therefore, resources have been provided to enrich these opportunities. The impact of this has been:

- Improved outcomes for children receiving EYPP in Personal, Social and Emotional development.

- Improved outcomes for children receiving EYPP in their listening and attention skills. This has also helped improve their communication and language skills.
- Improved outcomes for children receiving EYPP in Literacy, reading and writing.
- Children make at least good progress in Maths and Literacy.
- No significant differences between the achievement of children receiving EYPP and their peers.

### **Impact of Targeted Academic Support**

Developing children's Personal, Social and Emotional development and Communication, and Language have been an important focus at Stag Hills Nursery School this year. 'Closing the gap' being a priority for our children. We have provided opportunities for children to engage in purposeful activities to develop their communication skills, provided resources to support their listening and attention and provided extra adults to support children with their self-help skills. The impact of our targeted work has demonstrated:

- Improved children's independence, more children can use the toilet independently and put on and take off their own coats.
- Improvement in the number of children who can help with dressing and undressing.
- We have supported children to independently make choices of where they want to play. This has enabled children focus on their learning for longer.
- Improvement in children making good progress in developing the characteristics of effective learning.
- Improvement in recognising feelings and how to regulate themselves if they are upset. Children are using the Zones of Regulations in all classrooms.
- Improvement in children's language development in talking about the book title, author, repeated refrains and their phonological awareness.
- Children have an increased vocabulary in relation to first hand experiences related to cultural diversity and celebration of differences.
- Targeted learning in specific groups has given increased progress in PSED communication and language, maths and literacy.

### **Impact of Wider Strategies.**

Children having access to opportunities to enhance their Personal, Social and Emotional Development and Communication and Language skills through enrichment activities in nursery is a key aspect of our curriculum. The impact of this has been:

- All children have had access to more adults to support them with their Self-Help and independence skills.
- All children have had the opportunity to access enriched language opportunities in the environment.
- Children make at least good progress in Communication and Language.
- Children make at least good progress in Personal, Social and Emotional Development.
- Children are well supported by highly trained staff in continuous provision.
- Children access extra-curricular intervention groups that enhance the opportunities for speaking and listening.
- Children have engaged in enrichment activities throughout the year. (Chinese New Year- Dragon Visit, celebrating Christmas and Eid)