

STAGHILLS NURSERY SCHOOL

Early Years Pupil Premium Report 25/26

STAGHILLS



Nursery School

Early Years Pupil Premium Report



The Early Years Pupil Premium funding is in addition to the nursery school's budget. Schools or early year's 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

2025-2026 (£5,100)

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 their physical development.
- Improved outcomes for children receiving EYPP in their fundamental movements/ skills. (Running, Jumping, Hopping, Throwing and Catching)
- Improved outcomes for children receiving EYPP in developing their Gross Motor Skills on the new equipment. They have developed their balancing, crawling, and climbing skills.
- Improved outcomes for children receiving EYPP in their listening and attention skills. Children have been supported using the Wellcomm

assessment and their understanding and their communication has improved.

- No significant differences between the achievement of children receiving EYPP and their peers.

Impact of Targeted Academic Support

Developing children's Physical development and Communication, and Language have been an important focus at Staghill's 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 gross motor skills and communication skills. We have provided resources to support children's physical skills and their listening and attention skills. We have provided extra adults to support children with their self-help skills. The impact of our targeted work has demonstrated:

- Children have made significant progress with their gross and fine motor skills.
- Children have developed their fundamental movements. They have grown in confidence with their running, jumping, hopping, throwing and catching.
- PE Sessions have supported children to become more independent with dressing and undressing. They have shown significant improvement in their physical skills.

The extra staffing:

- has 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.
- more children are independently making 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.
- Targeted learning in specific groups has given increased progress in PSED, physical development, communication and language, maths and literacy.

Impact of Wider Strategies.

Children having access to opportunities to enhance their Physical 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 been developing their fundamental physical skills.
- Children make at least good progress in Physical Development.
- 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 are well supported by highly trained staff in continuous provision.
- Children access extra-curricular intervention groups that enhance the opportunities for speaking and listening and physical development.
- Children have engaged in enrichment activities throughout the year. (Chinese New Year- Dragon Visit, celebrating Christmas and Eid)