

WINGATE COMMUNITY NURSERY SCHOOL  
**EARLY YEARS PUPIL PREMIUM STRATEGY STATEMENT 2024 - 25**



This statement details our Nursery's use of early years pupil premium funding to help improve the education we provide for disadvantaged children.

It outlines our early years pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of early years pupil premium had within our nursery.

## SCHOOL OVERVIEW

DETAIL	DATA
Headteacher	Becky Wood
Number of children on roll in September 2024	60
Number of children eligible for EYPP	17
Proportion of children eligible for EYPP	28%
Academic year/years that our current EYPP strategy plan covers	2024-25
Date this statement was published	May 2025
Dates this statement will be updated	Report July 2025
Statement authorised by	Chair of Finance & Premises, Paul White
EYPP Lead	Headteacher Becky Wood
Identified Governor	Nichola Hesslewood

## FUNDING OVERVIEW

DETAIL	AMOUNT
EYPP funding allocation Autumn 2024	£2,529.60
EYPP funding allocation Spring 2025	£3,253.00
EYPP funding allocation Summer 2025	£3,712.80
EYPP carried forward from 2022 - 2023	£0
TOTAL funding for academic year 2024 - 2025	£9,495.40

## PART A: EYPP STRATEGY PLAN

### STATEMENT OF INTENT

Our ultimate objective for all children, including those who are disadvantaged, is that they are supported to achieve their full potential, while developing the skills to become lifelong learners. We want children to feel safe and secure, and to have a sense of well-being, in an environment where they can express themselves and feel valued.

Our EYPP strategy supports our children, ensuring they have high quality teaching and learning experiences, both at nursery and at home, supported by adults who understand their needs and development. Working in partnership with families, recognising their important role as their child's first educator, whilst valuing their understanding of their child, is paramount. Our strategy endeavours to support a shared understanding of how best to engage, develop and support children's play and learning, across the home and nursery environment.

Through our strategy we recognise the importance of children accessing cultural experiences. Increasing cultural capital is widely known to have a positive impact upon future academic success and opportunities.

Our EYPP strategy recognises the important role of the staff team, including the importance of access to high quality on-going professional development. This is focussed around the needs of the children in our care, with a particular focus on children's literacy.

In addition to the above, we recognise the importance of good communication and language skills and how these can impact on a child's ability to engage with those around them. We want children to be able to create relationships, communicate their needs and wishes and to access the curriculum. It is therefore important that this is a priority within our EYPP strategy.

### CHALLENGES

This details the key challenges that we have identified among our disadvantaged children.

Challenge	Specific Delays
1. Cultural Capital	Less exposure to cultural and artistic experiences
	Significant gaps in 'cultural capital' poses risks in terms of future academic success and opportunities

2. Communication and Language	Holding a conversation and using language to share feelings, experiences and thoughts
	Speaking (using language, longer sentences, vocabulary)
3. Reading	Less exposure to books means children have lower starting points in terms of handling and enjoying books
4. Writing	Many of our EYPP children are at significantly lower starting points in terms of mark-making and writing

## 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
Children will participate in a significant cultural experience	EYPP children will have participated in a theatre visit and some immediate recall and reflective conversations
Children will be able to reflect on the experience, recalling what they have seen and some key vocabulary – this will include follow up work in our theatre, where children will be invited to re-enact elements of the play and educators will support them to talk about the experience and the story	Children will make contributions to reflective conversations (at their own level). As educators reinforce the vocabulary of 'theatre', 'actors' and key vocabulary from the production, there will be evidence of children using this vocabulary themselves
Children will be more effective communicators	<p><b>For children using verbal language:</b>  Children will use a wider range of vocabulary  Children will use longer sentences of 4-6 words  Children will be able to start a conversation and continue for many turns  Able to use talk to organise themselves and their play, as well as to share their thoughts, wants and needs</p> <p><b>For SEND children, using non-verbal communication:</b>  Children will increase eye contact during interactions  Children will attempt communication with other children, using both verbal and non-verbal interactions  Children will increase their understanding of a range of vocabulary (demonstrated through following instructions and use of PECS)</p>
Children will develop the physical skills needed for writing	Children will have the gross and fine motor skills needed for writing – e.g. pincer grasp, control and manipulation, posture, large controlled arm movements etc.

Children will develop the imaginative/ composition skills needed for writing	Children will be able to create stories in their play. Some will be able to take the next step in composing sentences or phrases that could be used later in writing.
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## ACTIVITY IN THIS ACADEMIC YEAR

This details how we intend to spend our early years pupil premium **this academic year** to address the identified challenges.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3676.84

Activity	Evidence that supports this approach	Challenge numbers addressed
CPD: Ensuring Progression in Literacy through Play and Playful Practice (Training provided through a weekly 'learning circle' from Early Education. - <i>Nichola to attend (£120)</i>	<a href="#">EEF   Early Literacy</a>	4
CPD: Taking Early Mark Making into Writing from Early Excellence – <i>Sophie and Burcu to attend (£108 + £134 cover costs)</i>		4
CPD: Ready Steady Go Interactions Toolkit for use with all staff (£75)		2, 3, 4
Equipment: Tablets for teaching staff to enable effective assessment, planning and sharing with parents (8 tablets = £944.84)	<a href="#">EEF   Communication and Language (educationendowmentfoundation.org.uk)</a>	2
Knowing the huge impact that our outdoor sites have on children's communication and language, we plan to have a dedicated 'nature lead' who will plan for specific experiences for children in the outdoors – with a particular focus on EYPP and SEND children. To ensure this educator has specialist skills and knowledge, we have arranged for her to participate in level 3 Forest School training (£995 training, £1,300 cover costs)		
	Our own evidence from work at The Cottage and The Allotment	

**Targeted support (for example small group support, one-to-one support, structured specific learning experiences)**

Budgeted cost: £3931.25

Activity	Evidence that supports this approach	Challenge numbers addressed
<p>Theatre tickets: £516.25 Transport: £295</p> <p>Children will participate in a theatre visit. Both immediately after the visit and in the days and weeks that follow, educators will support the children to reflect upon the experience and to embed some of the related vocabulary and story concepts through conversation and supported work in our own 'theatre' space.</p> <p>Additional staffing at our outdoor nature school to enable higher quality support and interactions during these calm, sociable experiences in the outdoors – 24 days supply @£130 per day (£3120)</p>	<p><a href="#">Learning About Culture: Overarching Evaluators' Report   EEF</a></p> <p>Our own experience of theatre visits, our related follow up work and the impact this has upon children.</p>	<p>1, 2</p>

**Wider Strategies** (for example, related to encouraging good attendance in preparation for statutory schooling, behaviour, wellbeing)

Budgeted Cost: £2000

Activity	Evidence that supports this approach	Challenge numbers addressed
<p><b>What comes before 'school readiness':</b> Increasing levels of focus, engagement, fine motor skills, physical posture and movements needed for writing – in a way that particularly appeals to our EYPP children; water exploration. Budgeted cost: £2,000</p> <p>Creation of an exciting, challenging and creative space for indoor water play</p> <p>Extension of small world to include more 'real life' characters and steady surfaces on which to create scenes and stories</p>	<p>Recent training from Kym Scott and Early Excellence explained that children need these physical and imaginative experiences to prepare them for writing.</p>	<p>4</p>

**TOTAL BUDGETED COST: £9,608.09**

## PART B: REVIEW OF OUTCOMES IN THE PREVIOUS ACADEMIC YEAR

### Early Years Pupil Premium Strategy Outcomes

This details the impact that our early years pupil premium activity had on children in the 2023 to 2024 academic year

Intended outcome	Detail of Impact
Children and parents will be able to share stories together at home	<p>Despite our best efforts, we had extremely poor attendance at our book club and so unfortunately parents were not given the guidance we had hoped in terms of reading to their children at home. However, the clips we shared on social media were well received and some parents did report that they had watched the clips and followed this up by reading the stories (from the pack we provided) together.</p> <p>Knowing that some of our EYPP children did not have children's books at home, the book packs had a significant impact; enabling parents to share stories with their children.</p>
Children will be able to maintain attention for short periods to enable communication or listen to a story	<p>Listening and attention was significantly improved through work we did in school in differentiated story groups, often relating to 'book club' and the stories from the pack.</p> <p>Children in our 'otters' group who previously struggled to maintain attention for any period of time were able to listen to a short interactive story and participate with songs and rhymes. Children in our 'newts' group who previously could maintain attention for short stories were able to listen to longer stories and participate in conversations about the text.</p>
Children will be more effective communicators	<p>In termly checkpoints educators reported that children had improved in a number of key indicators: increased vocabulary, ability to sustain conversation and ability to use talk to organise their play and thinking.</p>
Children will be able to better manage their behaviour to cooperate with some basic boundaries	<p>Educators reported vast improvements in this area within their family groups. A significant number of our EYPP children who had struggled in terms of managing behaviours, were at least able to adhere to</p>

	some basic boundaries by the end of the year, and very often were able to fully participate in nursery routines and expectations. Our work in the outdoors was very often the key factor in supporting children to cope with expectations and social situations.
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