

# Early Years Pupil Premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

From April 2015 additional funding was made available from the Government to for the school to use to further support the needs of some of our 3 and 4 year old children. As of 2024/25, this has included some 2 year olds. The funding equates to £570.00 per year if a child takes up their full 570 hours of free early education entitlement. The criteria for eligibility for EYPP is:

- Children from low income families (as defined by the criteria for free school meals)
- Children who have been looked after for one day or more (Children's Social Care)
- Children who have left care under a special guardianship order or child arrangement order in England and Wales

## School overview

Detail	Data
School name	Rockwood Nursery School
Number of pupils in school	96 (autumn term)
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-26
Date this statement was published	October 2023
Date on which it will be reviewed	October 2026
Statement authorised by	FGB Dec 2025
Pupil premium lead	F Stringer
Governor / Trustee lead	Mrs V Bradshaw

## Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	Summer 2025 - £7,995.00

Recovery premium funding allocation this academic year	£N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	Total estimate for 2025-26 financial year = <b>£19,950.00</b>

# Part A: Pupil premium strategy plan

## Statement of intent

*Rockwood Nursery School is set within an area of high deprivation. In 2021/22, 53.8% of the EYPP children came in below levels typical for their age in Listening, Attention and Understanding. Children whose language skills are low, often struggle with PSED skills as well due to their difficulty in sharing their thoughts, feelings and wishes appropriately. Many of our children come with limited socialisation especially after the limitation of contact during the covid years.*

*Our aims with the EYPP plans and support is to provide additional, small group activities and individualised plans to enable our most deprived pupils to close the gap with their peers in communication skills and personal, social and emotional skills so that they are able to access the rest of the curriculum more easily. We do this through the ongoing support from a teacher who has been additionally training in a variety of language support systems, including WellComm, ECAT and ELKLAN. We constantly aim to review and update practice from current research and development into best practice.*

## Challenges

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

Challenge number	Detail of challenge
1	<u>Speech, Language and Communication</u> WellComm levels are showing that children's Speech, Language are below expected. They can struggle to make themselves understood and this can lead to them becoming frustrated.
2	<u>PSED</u> Children's ACEs are having a negative impact on their PSED levels as they are struggling to share their needs and wants appropriately and self-regulate. PSED levels of progress are high, but we are still concerned that some of our children with home issues are struggling to manage their emotions and this has an impact on their ability to access other curriculum development.
3	<u>CLA and Previously CLA</u> We have a number of these children and communication and managing feelings have been a concern with the majority. Staff support all children be safe and secure, ensuring children's wellbeing is central to all our work.

## 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
For children to access WellComm and support from the CLL teacher to improve children's speech, language and communication skills. For all staff to be familiar with the revised WellComm planning and monitoring systems.	For all staff to be familiar with the revised WellComm planning and monitoring systems. For EYPP children's levels of development in CLL to improve so that their progress is in line with their peers.
For EYPP children's PSED levels to improve using support strategies and training from staff development	PSED support for EYPP children enables their development to be supported by staff planning and shows increase in children achieving expected level of attainment on leaving nursery.
For staff to complete attachment and trauma training to enable increased understanding and planning for CLA and previously CLA children as well as children who have experienced ACEs. Nurture room developed to provide support for these children using this training.	Training accessed and completed by staff. Information used to inform planning and support systems. Information used to develop a nurture room to enable children who are identified by staff to access this provision to support their self-regulation and sensory needs.

## Activity in this academic year

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

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

Budgeted cost: £ 0.1 time of CLL teacher (UPS3) £7141.90 per annum (incl oncosts)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Speech and Language champion additional 0.1 UPS3 funded to support needs of children with SAL difficulties Continued use of WellComm language online tracker and resources</i>	<i>Use of teacher to support staff use of WellComm and planning identified for children in each groups continues to show children do better with this intervention. Teacher has additional training in support strategies and systems, additional time will allow support and monitoring of children with specific language needs.</i>	1

	<p><i>WellComm levels shows progress and closing the gaps on assessments</i></p> <p><i>Ongoing analysis of all groups, in particular EYPP by staff and governors shows cumulative progress from WellComm intervention and planning</i></p> <p><i>Maths levels monitored and improved. Key vocabulary and language support strategies embedded into continuous provision.</i></p>	
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### **Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £330 course – ad hoc supply costs as needed £151.41 per day (prov x2)

Resources - £1000 = Total £1632.82

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Talk Nursery</i>	<i>LCC course to support language intervention and upskilling staff following update release of DfE and EEF research and guidance</i>	1
<i>Resource update and purchase following course above</i>	<i>Updated resources, books to support vocabulary and speech and language work (SIP 3)</i>	1
<i>Supply cover</i>	<i>As needed to visit other schools and embed learning and time for evaluation</i>	1

### **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £170000 build, staffing cost initially c£1670 (2 hours a week)

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><i>Attendance monitoring and analysis</i></p> <p><i>Staff office time</i></p> <p><i>HT meetings with parents to explore issues</i></p>	<p><i>Identified groups – EYPP children/SEND more likely to be poor attenders.</i></p> <p><i>Ofsted updated framework prioritising encouraging good attendance in EY.</i></p> <p><i>System revision in line with other school sectors</i></p>	2, 3

<i>Formulation and follow up of revised attendance policy</i>		
<i>Building project – outdoor improvements and outdoor classroom</i>	<i>Shortage of class space for small group/inclusion/1:1 activities for EYPP/SEND</i>	2,3 unknown – likely to be £170K

**Total budgeted cost: £**  $£7141.90 + £1632.82 + £1670 = £10444.72$

(Build in addition to these costs)

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Monitoring systems continue to show children’s development is appropriately supported and monitored. Information is provided to both the teaching staff and the governors.

### EYPP attainment and progress N2s over 2024-25 (17 children):

	LA & U	Sp	SR	MS	BR	GM	FM	Comp	Word R	Wr	Nu	N Patt	P & P	PC & C	TNW	CwM	BI & E
Working at or above	29%	8%	14%	14%	15%	15%	15%	15%	14%	20%	18%	17%	14%	14%	17%	18%	14%
Working at or above	59%	41%	41%	47%	65%	59%	76%	65%	65%	82%	47%	59%	71%	76%	53%	82%	71%
Working at or above	71%	53%	71%	65%	71%	82%	82%	82%	71%	82%	76%	76%	76%	71%	82%	82%	76%
EYPP Improvement over academic year	41%	45%	57%	51%	55%	67%	67%	67%	57%	63%	58%	60%	63%	57%	66%	64%	63%

Over their Nursery final year attendance at Rockwood (2024 – 2025), evidence shows that EYPP children made good progress in Listening, Attention and Understanding and Speaking – from 29% and 8% attaining at expected level in Autumn 2024, to 71% and 53% in summer 2025. The chart above shows that they made more than expected levels of progress (41% in LAU and 45% in Speaking) over this time and have made some progress in closing the gap with their peers (overall progress was 30% and 22%).

The individual progress levels of children with speech and language support using WellComm continue to provide good evidence of the continued use of WellComm, as well as the support for each group by the CLL teacher to aid group planning for interventions and support.

Our plans for next year include staff update support through training and resource access through our SIP on vocabulary and early language development, led by our language lead teacher. This should have a positive impact on our ongoing use of WellComm and Red Rose Phonetical Awareness, this should improve the comprehension attainment as well as CL.

### Children’s Curriculum Impact (Progress) over the academic year (full cohort)

	LA & U	Sp	SR	MS	BR	GM	FM	Comp	Word R	Wr	Nu	N Patt	P & P	PC & C	TNW	CwM	BI & E
Autumn 24	55%	53%	58%	56%	70%	73%	56%	67%	65%	82%	64%	58%	67%	65%	65%	74%	70%
Spring 25	74%	65%	64%	64%	79%	76%	71%	76%	74%	79%	59%	71%	77%	77%	67%	83%	73%
Summer 25	85%	75%	77%	85%	85%	88%	85%	90%	83%	87%	83%	87%	85%	83%	88%	88%	85%
Improvement	30%	22%	19%	29%	15%	16%	29%	23%	18%	5%	20%	29%	18%	18%	23%	14%	15%

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Maths Mastery	EEF/NDNA