

Early Years pupil premium strategy statement

This statement details our school's use of Early Years Pupil Premium for the 2024 to 2027 academic years to help improve the attainment of our disadvantaged pupils.

It outlines our 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 school.

School overview

Detail	Data
School name	Brunel Nursery School
Number of pupils in school	25 (1 full time)
Proportion (%) of pupil premium eligible pupils	10% (estimate)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 to 2025 2025 to 2026 2026 to 2027
Date this statement was published	October 2024
Date on which it will be reviewed	February 2025
Statement authorised by	Julian Rogers
Pupil premium lead	Lynne Martin
Governor / Trustee lead	Fiona Pattison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1,552 (estimate based on previous year)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£1,552 Actual funding 2024/25 £1,497

Part A: Pupil premium strategy plan

Statement of intent

Statement of Intent Brunel Nursery School

We believe the core purpose of a nursery school is to give every child the best opportunity to succeed. High staffing ratios are in place to ensure quality provision to engage, support and challenge pupils to achieve their potential. Staff and governors understand that any child, regardless of eligibility for EYPP funding, may at some point require additional support or intervention. We are committed to doing our very best to meet all children's academic, social/emotional and developmental needs.

Our Early Years Pupil Premium Lead is the Deputy Headteacher of the school federation. The designated Pupil Premium Governor is a retired Headteacher with a wealth of experience in schools.

This document details the proposed spend of the Early Years Pupil Premium for the next three academic years. Informal reviews will take place twice per academic year. A full, written evaluation will be published on an annual basis.

Anticipated funds available 2024 to 2025 = £1552.00 (based on last year's nursery EYPP numbers)

Anticipated funds available 2025 to 2026 = £1552.00* (based on last year's nursery EYPP numbers)

*figures are subject to change

Early Years Pupil Premium (EYPP) provides additional funding (**up to £388 per year**) for 3 and 4 year olds who get 15 hours free childcare and parent/carers also get at least one of the following:

- Income Support
- Income- based Jobseekers Allowance
- Income-related Employment and Support Allowance
- Support under part 6 of the Immigration and Asylum Act 1999
- The guaranteed element of State Pension Credit

- Child Tax Credit, provided they are not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190
- Working Tax Credit run-on
- Universal Credit – household income must be less than £7,400 a year after tax

In- School Barriers to Learning

- Currently, 96% of children have English as an additional language.
- A high proportion of all nursery children have significant language, vocabulary, comprehension and engagement needs.
- In the autumn term, but generally across the year at times when new children start in nursery, staff are often engaged for long periods of time taking care of the toileting needs of children. Some parents believe that it is the role of the nursery practitioners to toilet train their children. Staff work hard to encourage parents to help with this at home and offer good advice and guidance.
- Good communication and relationships with parents and carers are vital to ensure nursery staff cultivate shared ambitions and approaches to help children achieve their potential.
- Changes to local authority early years SEND organisation/provision has resulted in fewer children benefiting from outreach TA support. This is having a significant impact during the sessions that children with high needs attend.
- Poor attendance can limit the progress of some children, particularly those who need regular support with language, engagement and settling into the routines of nursery. Despite the best efforts of staff, some parents do not appreciate that good nursery attendance can have a very positive impact on child development and academic achievement.

External Barriers

- The home environment for some pupils is not conducive to learning – due to socio-economic factors such as low income, over-crowding and sometimes isolation.
- The lack of spoken English at home, or greatly reduced exposure to language and vocabulary sometimes limits children.
- Limited life experiences can have a detrimental effect on the understanding and development of some children.
- The national cost of living crisis has impacted the majority of our families and their ability to meet the financial demands of running a home and providing additional opportunities for their children.

Challenges

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

Challenge number	Detail of challenge
1	Attainment To improve the outcomes for all pupils in the Prime Areas of Learning, particularly those with additional EYPP funding.
2	Language To ensure all pupils, but particularly those new to English, are given rich and varied opportunities to develop language skills and extend their vocabulary and understanding.
3	Attendance To ensure all children have good attendance levels in order to reach their developmental and academic potential.

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
To ensure that outcomes for EYPP children are at least in line with those of all pupils in the Prime Areas of Learning.	Outcomes for EYPP children are at least in line with all other children.
To ensure children develop and improve their language and communication skills.	All children make good progress from their individual starting points.
To ensure all children benefit from good levels of attendance.	Target for all children 90% attendance

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: **£352**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuous professional development and recruitment of new nursery teacher and EYFS Leader	<p>EEF Research Guidance: High Quality Teaching ‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’</p> <p>Early Years EEF Toolkit:</p> <ul style="list-style-type: none"> • Communication and language approaches + 7 months impact • Early numeracy approaches + 7 months impact • Early literacy approaches + 4 months impact • Play-based learning + 4 months impact 	1 & 2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£500** (contribution to staffing costs)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language interventions WellComm language intervention for selected children	All Blackburn with Darwen maintained early years settings are obliged to use this intervention with any children identified through assessments carried out all year. School shares WellComm data with the LA at least 3 times a year.	1, 2 & 3

	<p>Early Years EEF Toolkit:</p> <ul style="list-style-type: none"> • Communication and language approaches + 7 months impact • Play-based learning + 4 months impact • Early literacy approaches + 4 months impact 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved attendance and parental engagement	<p>Leaders and teachers recognise the importance of regular attendance. Nursery children who have long periods of absence or do not attend full sessions often struggle with self-regulation and develop gaps in their learning, particularly language acquisition.</p> <p>Early Years EEF Toolkit:</p> <ul style="list-style-type: none"> • Communication and language approaches +7 months impact • Play-based learning + 4 months impact • Self-regulation strategies + 3 months impact • Parental engagement + 5 months impact 	1, 2 & 3

Total budgeted cost: £ 1,552

Externally provided programmes

Programme	Provider
WellComm	GL Assessments
Attention for Learning	Blackburn with Darwen SEND Support Service

Part B: Review of outcomes in the previous academic year

Early Years Pupil premium strategy outcomes

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

Outcome 1 - To ensure that outcomes for EYPP children are at least in line with those of all pupils in the Prime Areas of Learning.

Attainment Summer 2025

Area of Learning	EYPP (6 children)	Not EYPP (21 children)
Communication and Language	50%	63%
Personal, Social and Emotional	50%	70%
Literacy	50%	63%
Mathematics	50%	63%

This year, outcomes for EYPP children were below that of their non-EYPP peers in all areas. 33% of EYPP children were also categorised as SEND compared to 10% of non-EYPP. Some of the children with SEND had significant and challenging needs which required interventions such as Attention for Learning.

The retirement of the previous nursery teacher and EYFS Leader, and challenges with recruitment, meant that a supply teacher was in post for the autumn term with the DHT taking on the role of leader. The new nursery teacher and EYFS Leader took up post in January 2025. She continued to analyse data on a termly basis and planned interventions accordingly. Children also benefitted from high staffing ratios, particularly in the autumn term. As a result of these actions, all nursery children made good or better progress from their starting points.

The numbers of children entering nursery with limited self-help skills, reduced slightly this year. The low numbers of children had an impact on this but also the clear expectations and support provided prior to children starting in the nursery in the newly -introduced Induction Meetings with the Headteacher. Our Pupil and Families Wellbeing Lead is now also based in

the nursery and continues to monitor attendance and offer different types of support to parents/carers.

Leaders and governors increased funding to supply an addition member of staff during the summer term as was the case in the previous year.

Outcome 2 - To ensure children develop and improve their language and communication skills.

Communication and language outcomes for EYPP children is the same as the previous year. Outcomes for non-EYPP children have improved by 19%.

Wellcomm assessments were carried out for each child and the majority made good or better progress from their starting points across the year. Only the children with significant SEND required additional speech and language support from other agencies. Wellcomm strategies are embedded as part of the nursery curriculum and daily practice. Nursery practitioners have been impressed with the impact of this intervention year after year.

No opportunity is lost by practitioners to model, scaffold and reinforce good language and communication skills for children. Staff meet on a regular basis to evaluate the impact their teaching practice on the development of children's language and communication. This area remains a focus in the nursery for the academic year 2025/26 which in in line with the Local Authority's priorities.

Children came to nursery happily and continued to enjoy an inspiring and inclusive curriculum. Gaps in learning and development were addressed through high quality interactions with children. The new nursery teacher and EYFS Leader introduced a variety of language and vocabulary strategies and interventions, including Poetry Basket.

All practitioners are ambitious for the children and have excellent relationships with parents and carers. Key workers met regularly with parents/carers to provide updates on progress and development. This provided valued opportunities to share best practice with families in order to support their children at home.

Staff undertake professional development during phase meetings and INSET days. The nursery teacher received further Language Lead training provided by the LA.

Outcome 3 - To ensure all children benefit from good levels of attendance.

The Pupil and Families Wellbeing Lead has developed excellent relationships with the nursery children's parents. This has allowed her to reiterate the importance of regular attendance, as set out in the Attendance Policy. Being based in nursery, she is able to provide informal advice and support on a daily basis.

As a result of the PFWL telephoning or meeting with parents regarding attendance, figures have generally improved significantly.

	2023-24			2024-25		
	All	EYPP	Non-EYPP	All	EYPP	Non-EYPP
Autumn	73%	72%	74%	89%	92%	88%
Spring	81%	94%	82%	89%	81%	88%
Summer	86%	94%	82%	91%	90%	85%
Full Year	80%	87%	79%	90%	88%	87%

School achieved the target of 90% for all pupils by the end of the summer term 2025.

Externally provided programmes

Programme	Provider
Wellcomm	GL Assessments
Attention for Learning	Blackburn with Darwen SEND Support Service
Poetry Basket	Helicopter Stories
Twinkle Phonics	Twinkle
White Rose Mathematics	White Rose