**Pupil premium strategy statement**

**Lilycroft Nursery School**

This statement details our school’s use of pupil premium funding 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 outcomes for disadvantaged pupils last academic year.

**School overview**

|  |  |
| --- | --- |
| **Detail** | **Data** |
| Number of pupils in school | 128 |
| Proportion (%) of pupil premium eligible pupils | 52 = 41% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended | 3 year plan |
| Date this statement was published | July 2025 |
| Date on which it will be reviewed | July 2028 |
| Statement authorised by | EHT/Chair Govs |
| Pupil premium lead | Sian Hudson |
| Governor/Trustee Lead | Imran Hafeez |

**Funding Overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | **£21, 680** |
| 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 | **£21, 680** |

Part A: Pupil premium strategy plan

Statement of intent

The extra funding that we receive from Early Years Pupil Premium will be spent on providing real experiences for our children and families. We hope to inspire and enthuse everyone – children, parents and staff alike and encourage them to talk about their experiences and what they have learnt together. We will record experiences in different ways (photos, videos, drawings, audio) and revisit them with children and their families, encouraging talk and communication and reliving and consolidating the learning that took place. We hope to take children out of Nursery as often as we can, to local parks, shops, libraries, theatres and further afield to farms, woods, beaches and other exciting places! We will take families too and aim to broaden horizons and show families some of the exciting things they can do with young children that will make learning real and memorable as well as lots of fun! We will also organise lots of real learning experiences in Nursery! Children and families are central to all that we do and we involve them in all aspects of Nursery life. Children help to prepare the food for their snack and this year children have decided what to plant in our outdoor space. We are also very lucky to have experienced enthusiasts and specialists who work with our children on regular projects. Adam is one of our most experienced members of staff and knows the needs of our children and families inside out! We design sessions to suit the particular needs and interests of small groups and individual children, enabling us to focus precisely on the areas of learning and social/emotional well-being that will engage them and enable them to progress. The extra money from Early Years Pupil Premium enables all this to happen and for those eligible children has a recognisable impact on their learning, progress and achievement both now and in the future.

**Challenges**

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

|  |  |
| --- | --- |
| Challenge Number | Detail of Challenge |
| 1 | On entry (baseline) assessment indicating low or well below starting  points across all areas of learning. |
| 2 | Significant Speech, Language and Communication delay |
| 3 | Low wellbeing and involvement |
| 4 | Adverse Childhood Experiences (ACEs) impacting on wellbeing, confidence, ability to self-regulate and build relationships. |
| 5 | Lack of social experiences |
| 6 | Lack of experiences in the wider world |
| 7 | Limited access to outdoor play and learning for some families |

**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 make expected or above expected progress in all areas of learning. | 1+ steps of progress per term of attendance. Individual targets on EYPP plans met. |
| Attainment gaps between those in receipt of EYPP funding and those who are not will reduce significantly. | EYPP group attaining generally, more in line with the cohort. |
| Children will develop a love of books and enjoy sharing a book with an adult and ‘reading’ independently both at Nursery and at home. | Children make 1+ steps of progress in reading per term of attendance at Nursery. Families are supported to share books often with their child and confidence and knowledge of how to do this effectively, improves. |
| Children will enjoy more ‘wider world’ experiences and be able to talk (or communicate in their own way) about these experiences | Children and families enjoy a range of additional ‘wider world’ experiences both in and out of Nursery. As experience and confidence grow as does vocabulary and the ability to communicate and share these experiences. |
| Children will make progress on their journey towards self-regulation through co-regulation strategies. | Children can recognise and identify/name their emotions. Children are more aware of strategies they can use which enable them (with support) to return to balance/calm through the use of co-regulation strategies. Families have a greater awareness of how to support their child emotionally and also have a  growing understanding of supporting self-regulation for themselves and their child. Increased ability to self-regulate supports learning and school readiness. |
| Children will have many outdoor experiences, which support their development, learning and health. | Children and their families take part in ‘Outdoor Learning’ regularly. Families have a greater understanding of how being outdoors can benefit their child and are encouraged to get ‘out and about’ more often. |

**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: £18, 000

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports the approach | Challenge numbers addressed |
| Time and support for key persons to develop an individual EYPP plan for each child in receipt of EYPP funding every term |  | 1, 2, 3, 4, 5, 6, 7 |
| Continue to embed prior learning: With a focus on self-regulation including Emotion Coaching & Supporting speech, communication and language (VERVE and Intensive interactions – weekly videos) | Approaches for supporting communication and language development – EEF Early Years Development Store  [EEF | Communication and Language](https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language)  Approaches for supporting Personal, social & emotional development – EEF Early Years Development Store  [EEF | Personal Social and Emotional Development](https://educationendowmentfoundation.org.uk/early-years/evidence-store/personal-social-and-emotional-development)  Emotion coaching Project  [Early Years Emotion Coaching Project](https://www.emotioncoachinguk.com/ey-emotion-coaching-project) | 2, 3, 4, 5, 6, 7 |
| Recruiting an early years ‘expert’ who knows the needs of our children & families extremely well | Disadvantaged children in particular can benefit significantly from good quality pre-school experiences’ EPPE 2004  <https://dera.ioe.ac.uk/id/eprint/18189/2/SSU-SF-2004-01.pdf>  Sutton Trust: What makes great teaching?  [What makes great teaching? - The Sutton Trust](https://www.suttontrust.com/our-research/great-teaching/) | 1, 2, 3, 4, 5, 6, 7 |
| High quality interactions that support children’s communication, language and learning | Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children’s language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.  [EEF | Communication and Language](https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language) | 1, 2 |

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

Budgeted cost: £3,200 (Books) £15,000 (early years ‘expert’)

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge numbers addressed |
| Additional reading experiences Children sharing a book 1:1 with an adult at Nursery every day | Importance of effective parental engagement  [Preparing for Literacy | EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years)  EEF – Early Years Toolkit Early Literacy approaches  [EEF | Early Literacy](https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-literacy) | 1, 2, 3, 4 |
| Gifting a copy of all Core Stories. Sharing Stories sessions to support families to use the books effectively to support their child’s learning | As above | 1, 2, 3, 4 |
| Outdoor Learning. Small group sessions to support the development of the whole child, but specifically the prime areas of learning. Led by an experienced early years ‘expert’ | The impact of outdoor learning on children’s health and wellbeing, wider achievements, attainment and personal development is often recognised by practitioners Education Scotland: Outdoor Learning  [Outdoor Learning](https://education.gov.scot/media/0fklf35p/hwb24-ol-support.pdf)  Outdoor learning boosts confidence, social skills, communication, motivation, physical skills, knowledge and understanding  [The benefits of outdoor learning in the early years | National Literacy Trust](https://literacytrust.org.uk/blog/the-benefits-of-outdoor-learning-in-the-early-years/#:~:text=Research%20from%20T.%20Gill%20showed%20that%20outdoor%20learning,through%20hands-on%20learning%20experiences%20in%20a%20woodland%20environment.) | 1, 2, 3, 4, 5, 6, 7 |
| Creative projects led by an experienced early years ‘expert’ that embrace the cultures, languages and traditions that children and their families bring, and consider how we might value and celebrate these. | Early years arts experiences can impact positively on confidence, self-esteem, personal, social and emotional development and behavioural health, breaking down language barriers, cultural prejudices or societal differences and leading to decreased social problems, reduced inequality and increased creativity.  [Impact and Benefits of Creativity — Earlyarts](https://earlyarts.co.uk/benefits-of-creativity)  Research shows that when children and families’ cultures are valued, both the child’s experience of learning and progress can benefit Early Education: Cultural Capital  <https://early-education.org.uk/cultural-capital/> | 1, 2, 5, 6, 7 |
| Real life learning experiences animals, trips, visitors, special events. 50 Things to Do Before You’re Five | 50 Things – evidence and impact  [Regional Studies :: 50 Things To Do](https://www.50thingstodo.org/aboutus/impact)  50 Things activities  [50 Things to Do | Bradford](https://bradford.50thingstodo.org/app/os#!/bradfordactivities) | 1, 2, 5, 6, 7 |

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

Budgeted cost: £480 (Emotion/regulation resources) & £15,000 (early years ‘expert’)

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge numbers addressed |
| Supporting children effectively on their journey towards self - regulation | Approaches for supporting Personal, social & emotional development – EEF Early Years Development Store  [EEF | Personal Social and Emotional Development](https://educationendowmentfoundation.org.uk/early-years/evidence-store/personal-social-and-emotional-development)  Emotion coaching Project  [Early Years Emotion Coaching Project](https://www.emotioncoachinguk.com/ey-emotion-coaching-project) | 1, 2, 3, 4 |
| Outdoor Learning. Small group sessions to support the development of the whole child, but specifically the prime areas of learning. Led by an experienced early years ‘expert’ | The impact of outdoor learning on children’s health and wellbeing, wider achievements, attainment and personal development is often recognised by practitioner  [The benefits of outdoor learning in the early years | National Literacy Trust](https://literacytrust.org.uk/blog/the-benefits-of-outdoor-learning-in-the-early-years/#:~:text=Research%20from%20T.%20Gill%20showed%20that%20outdoor%20learning,through%20hands-on%20learning%20experiences%20in%20a%20woodland%20environment.)  Outdoor learning boosts confidence, social skills, communication, motivation, physical skills, knowledge and understanding  [The benefits of outdoor learning in the early years | National Literacy Trust](https://literacytrust.org.uk/blog/the-benefits-of-outdoor-learning-in-the-early-years/#:~:text=Research%20from%20T.%20Gill%20showed%20that%20outdoor%20learning,through%20hands-on%20learning%20experiences%20in%20a%20woodland%20environment.) | 1, 2, 3, 4, 5, 6, 7 |

Total budgeted cost: £21, 680

**Part B: Review of the previous academic year**

**Outcomes for disadvantaged pupils**

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

