



Margaret McMillan Nursery School and Children's Centre

Hornsey Rise
Islington
N19 3SF
020 7281 2745

www.margaretmcmillan.islington.sch.uk

Pupil Premium at Margaret McMillan

Background to Pupil Premium Funding

Pupil premium is a designated amount of money that the government allocates to each school, based upon a number of factors which are linked to the perceived deprivation of certain pupils in school. The government believes that the pupil premium, which is additional to main school funding, is the best way to narrow the gap in achievement between children experiencing social deprivation using Free School Meals as an Indicator.

The Early Years Pupil Premium provides an extra funding for children:

- Whose parents are in receipt of certain benefits
- Were formally in local authority care but who left care because they were adopted
- Were subject to a special guardianship or child arrangements order.

This means an extra **£570** a year for each eligible child. At Margaret McMillan the number of children in receipt of Free School Meals varies from term to term.

What is Early Years Pupil Premium?

The Early Years Pupil Premium (EYPP) has one aim: to improve outcomes for socio-economically disadvantaged children from 9 months upwards. In April 2025, the Department for Education (DfE) increased funding for the EYPP by 45% to £570 per child per year.

A child's family income shouldn't be a barrier to their achievement and wellbeing in the early years. Early years settings (including childminders, nurseries and schools) can use this increased funding to help every child to flourish.

Why it matters

The early years lay the foundations for a child's future.

High-quality early education and care not only support academic success but also lead to better health and employment outcomes later in life.

We know that the learning gap between socio-economically disadvantaged children and their peers is already 4.6 months, on average, by the end of the Early Years Foundation Stage. The gap continues to widen throughout primary and secondary school.

The additional EYPP funding gives settings a valuable opportunity to narrow the learning gap in the early years through evidence-informed approaches including professional development programmes.

Early intervention – before these gaps grow – is crucial to ensuring every child gets a fair start. That's a cause to unite everyone in the early years.

Pupil Premium Funding Allocation:

2020-2021	£6342	21 children
2021-2022	£6040	20 children
2022-2023	£7,524	22 children
2023-2024	£6,008	17 children
2024-2025	£4,656	12 children
2025-2026	£5,130	9 children

School Vision

We have high aspirations and ambitions for our children and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to realise their full potential. It is well documented that high quality early education can influence how well a child does at both primary and secondary school. We ensure that teaching and learning opportunities meet the needs of all of the pupils. To do this we undertake careful assessments and ensure that resources are used to implement well researched and proven interventions. We aim to use the pupil premium resources to ensure that those children experiencing deprivation receive the additional support they need.

Our focus is on improving the outcomes and life chances of disadvantaged children. We ensure EYPP funding is used effectively through:

- Thoughtful planning to develop a shared vision;
- Taking action and developing the quality of practice;
- Encouraging and supporting teams and checking the planned changes are happening; and
- Checking the changes are having the desired impact and sustaining them long term.

Barriers to Learning

Communication and Language Development

Evidence suggests that the most effective way to support the development of children's communication and language skills is to use multiple approaches.

Alongside educators' [back-and-forth conversations](#) with children, other examples of effective practice could include:

- Using visual or physical prompts and verbal explanations of new words or phrases, and modelling how children can use them.
- Creating opportunities for children to use new words they have learned during their play.
- A focus on interactive reading, where the educator gradually passes responsibility to the child for 'reading' the story through skilful prompts and cues.
- Using questions that go beyond 'the here and now', as children become more capable communicators.

A strong base of evidence suggests communication and language approaches can have a very high impact. Careful monitoring of the impact of communication and language approaches is required when delivering them equally with all children.

Ref: [Early Years Conversation Project - trial | EEF](#)

Funding priorities:

Early Years Pupil Premium to be used to release staff to attend training and follow-up staff training and meetings to embed the **Early Years Conversation project**, with the aim of improving children's communication and language skills within the nursery.

This will be achieved through:

- Training for the Early Years Conversation Project Champion, including time with a mentor and access to resources.

- Whole staff training and support delivered by EYCP Champion and Deputy Head.
- Modelling and Peer coaching available for staff as required.
- The impact of progress tracked through Pupil progress meetings each term.
- Parental engagement - Open events such as interactive reading organised by the Deputy Head and ideas of how parents can support and extend their child at home shared during parent meetings.

Well-being and Emotional development

We know that the long term outcome for children is much enhanced if they acquire a positive attitude to themselves and their learning (reference: Education Endowment Foundation (EEF) research). We believe that the skills and attitudes they acquire at nursery bring a positive sense of achievement and support children in feeling able to contribute to their school community.

Measuring Impact

- Staff observations linked to Performance Management targets
- Environment audit – learning walks
- Pupil Progress tracked
- Governor monitoring

Review: Autumn 2025

2025-2026

Review of Impact of EYPP

Expenditure: £4,656 (2024-2025)

Mathematical Development

Maths Champions training delivered by National Day Nurseries Association (NDNA) for Maths Champion and Deputy Maths Champion

Whole Staff training led by Maths Champion and Deputy Head

Staff and Environment Audits completed showing increase in staff confidence and mathematical skills

Parent open events with a maths focus, home learning maths bags and conversations during parent meetings have all contributed to raising the profile and maths and impacting on children's mathematical development.

Impact

Improvements to both provision and support for staff has had a positive impact on children's learning and progress. In following the Core Activities provided by Maths Champion, we noticed these positive changes:

New initiatives such as introducing more explicit maths into snack time has been beneficial. Children use a five box grid numbered 1-5 to place their fruit on. The introduction of the grid has encouraged counting, pattern recognition, subitising, numeral recognition and playful exploration of number. As a result of this, children noticing patterns in the general environment more frequently too.

One of our pupil premium children, who also receives support from the SALT team, loved directing her peers through the maze and moving the blocks as adults walked through to send them towards dead ends. She is often quiet and can be reluctant to engage in group games. The maze activity motivated her to explore her interest, building on her understanding of shape, space and measure and positional language.

A significant focus on outdoor play supported knowledge of various maths concepts. Games involving dice have supported an increase in ability to subitise and shape hunts have encouraged children to notice shapes in the world around them. Children have engaged in sustained shared thinking to problem solve and explore big ideas.

Staff's increased confidence which has made interactions more playful and frequent, asking more maths questions and some children seem less worried if they get something wrong. In observations, senior leaders

noticed staff using more maths language, counting and comparing sizes. This was particularly noticeable in block play and non-play based activities such as snack and lunch time. They felt this was not happening before the program.

Our tracking data from pupil progress meetings showed that children with Pupil Premium make very good progress in mathematical development which has also helped to improve progress in communication and language.