

Early Years Pupil Premium Strategy Statement 2024/25

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Plym Bridge Nursery School
Number of pupils in school	<i>Total: 96 Under Twos: 12 Two – Threes: 39 Nursery School: 45 (This number changes on a termly basis.)</i>
Proportion (%) of pupil premium eligible pupils	<i>Total: 16% Under Twos: 8% Two – Threes: 5% Nursery School: 12% (This % changes on a termly basis.)</i>
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 2024/25 2025/26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Heidi Price
Pupil premium lead	Caroline Watts
Governor / Trustee lead	Linsey Parker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 8000 (estimate)
Recovery premium funding allocation this academic year	£ n/a

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	£ 8000

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate goal is that all pupils in the nursery school make good (and appropriate) progress towards achieving the Early Learning Goals (ELGs) as set out in the EYFS Framework. Importantly, progress and attainment should be achieved regardless of any disadvantages that children may experience in their lives. We have very high expectations for all pupils and are determined to design a child-led curriculum which will not leave behind a disadvantaged child. We seek to develop a strong culture of achievement and success for all, and we ensure that we use any additional funding to support us in closing any gaps in attainment and progress.

Our communications systems are strong and enable quick response to issues and concerns. They also enable us to quickly adapt our services to the needs of the child (and their family), taking a holistic approach to support.

Central to our Pupil Premium Strategy is:

1. The provision of rich, outdoor-learning opportunities through the 'Nature Explorers' initiative, providing a variety of outdoor learning experiences and building on cultural capital.
2. The employment of 'Inclusion Support' staff, the role of which is to provide interventions and additional support as required.

Challenges

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

Challenge number	Detail of challenge
1	High percentage of children start nursery below age-related expectations, in some, or all, of the seven areas of learning and development – this has been particularly evident post COVID.
2	Delay in Communication and Language Skills, which has significant impact on progress in all areas of the EYFS – particularly evident post COVID.
3	Observation and feedback from parents to our PSA identify that a significant number have lower incomes which means that they cannot afford additional costs of experiences that broaden children's knowledge of the world around them e.g. encounters with real life animals, exploring in nature. Providing these opportunities helps develop the synapses in the brain and strengthen connections in knowledge concepts.
4	Feedback from parents and observations have identified that a significant number

	need additional support to manage their children's behaviour and the family well-being. This has a negative impact on their child's attitude to learning, confidence and resilience.
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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
Improve all aspects of Personal, Social & Emotional Development for the children eligible for EYPP.	Children eligible for EYPP will make rapid progress in PSED by the end of the year. The majority will be 'on track'.
Improve all aspects of Communication and Language for the children eligible for EYPP.	Children eligible for EYPP will make rapid progress in CL by the end of the year. The majority will be 'on track'.
All vulnerable families feel supported through the and this group of children will thrive as they feel emotionally supported.	Sustained high levels of positive well-being, resilience and emotional regulation observed. Vulnerable children are offered the chance to be 'stretch-funded' and attend during the holidays to support the family dynamics and wellbeing.

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: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Continue to provide regular Nature Explorer sessions for all children in the setting.</p> <p>Further develop the on-site nature garden to provide a wider range of learning opportunities.</p> <p>The allocated funding will be used on the development 'nature garden' and to provide extra staffing support to enable regular off-site sessions in the local forest school site.</p>	<p>Research has clearly shown how gross motor skills impact on fine motor skills, and therefore how poor gross motor skills can be a barrier to learning. Nature Explorers is an approach which has proven to provide high levels of engagement.</p> <p>Research into outdoor learning shows it provides opportunities for children to consolidate skills, including the development of emotional regulation and communication and language, and to make progress.</p>	<p>1, 2 & 3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion Support Worker / Communication Champion and intervention TA is employed to provide targeted interventions and support as appropriate. This will include targeted groups such as BLAST, social groups, work on information-carrying words, as well as working on advice given by professions such as the SALT.	Research-based approaches such as BLAST have proven they improve outcomes for children. Targeted inclusion support has always been provided within the setting and historical evidence has shown that children make good progress.	1, 2 & 3

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

Budgeted cost: £ n/a

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of TACPAC and Handi Pac sessions to support children's regulation	TACPAC is based on evidence and neuroscience principles regarding how the brain responds to sensory experiences, particularly music and touch, and aims to establish a trusted, predictable environment to reduce anxiety and promote communication and connection.	1, 2 & 4
PSA to work with parents and staff through an EHAT to target family issues which are causing barriers to learning and development.	EEF recognise the power of parental engagement can add 4+ months to the progress of pupils. https://educationendowmentfoundation.org.uk/education-evidence	1, 2, 3 & 4

Total budgeted cost: £2000

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 2022 to 2023 academic year.

The funding for the year 2023-24 was used to establish and resource our on-site nature garden area. A timetable of regular off-site activities was also established that all children were able to access.

EYPP was also allocated to partially fund our Communication Champion / Inclusion Support Worker who helped lead on and facilitate a range of targeted interventions, including regular BLAST, Attention Builders, social groups and TAC PAC sessions.

Assessments and observations from these sessions, along with evidence from our termly 'OPAL Assessments' indicates that these approaches have had a positive impact, particularly in the areas of CL and PSED development. We will continue to develop these approaches during the 2024/25 academic year.

Externally provided programmes *n/a*

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

Service pupil premium funding (optional) *n/a*

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	