

Early Years Pupil Premium Report 2024-25

At Peter Pan Nursery School, we are committed to supporting our children who receive Early Years Pupil Premium (EYPP). Research shows that the best time to close the attainment gap for this group of children is in the early years; if it is not closed at this stage, it becomes increasingly difficult to do so as children move through their education.

We use EYPP to enrich the learning and experiences of the children who receive the funding in the nursery. We monitor all children closely to ensure we are meeting their needs as individuals, and our children who receive EYPP are added to our provision map; the staff reflect on the best ways to support the children as individuals and as a group and we track the effectiveness of the additional support and challenge we put in place.

During the year, the numbers of children eligible for EYPP fluctuated from term to term; we had up to 30 children in receipt of EYPP at any one time, and a total of 40 across the year. These numbers include both the 2-year-olds and the 3-4 years-olds.

Of the 40 children 11 (28%) had English as an additional language. Nine children were being supported for SEND, including six at a high level; twelve (30%) had Family Support Worker input, some at Team around the Family level, Child in Need level, or as being under a Special Guardianship Order. Some had additional support for managing feelings and behaviour and for speech and language.

The additional support we offered the children in this group included the following:

- A daily story-time with an adult, to provide nurture and develop language and literacy skills, including the structure of stories, learning new vocabulary and attention.
- 'Lift-off-to-Language' sessions to support the development of their speech and language skills, including understanding a range of simple concepts and acquiring a broad vocabulary.
- Small-group turn-taking and social activities to support cooperation, learn the back-and-forth nature of interactions and enjoy spending time with each other.
- Exploring the sensory room to enhance their focus, observation skills and develop their language. This also provided nurture in a quiet, calm space for those who needed it. Seven children who had identified additional needs benefited from this intervention – they all made progress with their individual targets.
- A range of strategies for the 11 children with English as an additional language, including the use of visuals, clear and consistent language and pre-teaching, particularly for literacy and maths. Staff also learn some basic words in home languages to help children to settle in – this helps to 'break the ice' by supporting the children to feel secure as well as helping them to become familiar with routines, expectations, where the toilets are, etc.
- A visiting music teacher once a week throughout the year, to support children's creative, language and literacy skills. All 40 children accessed these sessions, unless they were unable to due to sensory processing difficulties.

- A visiting storyteller, Toby Tall Tales, again to enhance the children's creative, language and literacy skills. All 40 children accessed these sessions, unless they were unable to due to sensory processing difficulties.
- Forest School for the N2 children to support a range of cross-curricular skills including their fine and gross motor skills; their personal, social and emotional development, including their well-being and involvement, building relationships and their ability to regulate and manage feelings and behaviours; their listening, attention and speech development; their understanding of the world.
- A visit from Ark Farm, a local mobile farm which provided the children with a rich hands-on learning experience to support the curriculum during the summer term when we were exploring life cycles and looking after the environment.
- The purchase of additional resources to enhance our sensory room to meet the needs of the children with additional needs, and others for the general provision to enhance the environment for all these children.

Progress for these children is tracked on an individual basis. We have an ambitious curriculum, and the children in receipt of EYPP make good or excellent progress from their starting points, as evidenced in their Learning Journals. We hold termly progress meetings with families, and our assessments include 2-year old development checks, provision map or individual support plans, the All About Me form which is updated termly, the children's Learning Journals and end-of-year reports for school leavers. The Senior Leadership Team carries out regular learning walks and observations of individual staff members' practice. Governors also carry out monitoring visits, including learning walks and discussions with the leadership team. We use the Early Childhood Environmental Rating Scales (ECERS) and the Infant and Toddler Environmental Rating Scales (ITERS) to monitor the quality of our provision.

	£	No. of children
Autumn 2024	3772.64	29
Spring 2025	3047.76	29
Summer 2025	3431.96	28
	10252.36	

Please note that of the total £4241.26 relates to 2 year olds EYPP