Early Years Pupil Premium Strategy Action Pla
Washwood Heath Nursery School

2025-2026

Convention on the Rights of the Child (CRC) – Key Articles
Our EYPP strategy is guided by the principles of the UN Convention on the Rights of the Child, particularly:

- **Article 2 – Non-discrimination:** Every child, including disadvantaged pupils, has equal access to support and learning opportunities.
- **Article 23 – Children with disabilities:** Children with SEND have the right to tailored support to reach their full potential.
- **Article 28 – Right to education:** Every child has the right to an education that develops their abilities, talents, and knowledge.

By embedding these principles, our strategy ensures that **all children regardless of background or challenge receive equitable, high-quality support**, and that their learning and wellbeing are prioritised at every stage.

School overview

Detail	Data
School name	Washwood Heath Nursery School
Number of pupils in school	117
Proportion (%) of pupil premium eligible pupils	18% of 3-4 year olds
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022-23, 2023-24, 2024-25
Date this statement was published	05/12/2022
Date on which it will be reviewed	December 2023
Statement authorised by	Valerie Daniel
Pupil premium lead	Jatinder Kaur
Governor / Trustee lead	Dr Islam

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,427 (Indicative)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£5,374 (Summer and Autumn term 2022)

Statement of Intent

At Washwood Heath Nursery School, we aim for every child to make strong progress across all areas of the Early Years Foundation Stage (EYFS) by the time they move on to primary school, regardless of their background or individual challenges. The Early Years Pupil Premium (EYPP) strategy focuses on supporting disadvantaged pupils to achieve this goal and to close any gaps in knowledge, skills, and development.

We recognise that some children face additional challenges, such as those receiving support from family services, social workers, or children with special educational needs (SEND). This strategy outlines the activities and initiatives we have put in place to address these needs, ensuring that all children are supported equally.

High-quality teaching underpins our approach, with particular attention to areas where disadvantaged pupils require the most support. Evidence shows that this approach has the greatest impact on closing the attainment gap while also benefiting all children. Our goal is to accelerate progress for disadvantaged pupils while sustaining and enhancing attainment for their peers.

To meet each child's individual needs, we engage in initial discussions with parents before their child starts nursery and carry out ongoing observations and assessments. These include Wellbeing and Involvement rating scales and WellComm screenings for communication and language development.

All initiatives are embedded in a language-rich, nurturing curriculum and environment that prioritises the prime areas of learning: Communication and Language, Physical Development, and Personal, Social and Emotional Development. This ensures that all children are supported to access all seven areas of learning in the EYFS and are well-prepared to thrive in Reception class.

Key Priorities

Our EYPP funding is used to:

1. **Improve communication and language skills** for children with low baselines.
2. **Provide enriching experiences** that broaden learning, support social and emotional development, and foster creativity.
3. **Support children with additional needs (SEND)** to ensure inclusion and individual progress.
4. **Engage parents in learning** to reinforce progress at home and strengthen home–school links.

Priority Area	Proposed Intervention	Intended Outcome	Resources and Funding Allocation	Monitoring / Evaluation
Communication & Literacy Development	Half-termly Focus Book (linked to IB) & Shared Learning at home	• Expand children's vocabulary, comprehension, listening skills, and early literacy. Encourage parental engagement to reinforce learning at home • Data on children's development will show progression • Wellcomm data will show improvement • Through training Staff will feel confident and accurately assess and plan purposeful		Observation of engagement, Terml assessments Engagement and feedback from focus book activities, parent feedbackmonitoring home learning completion
	WellComm Screening to inform attainment, progress and identify those children requiring language support, interventions or referrals to outside agencies. Parents given advice, support			Assessments completed termly; progress tracked via WellComm scores and staff observations
	Weekly Language Interventions (small group or 1:1)			Observation notes, progress tracking against baseline, termly review of group performance

		interventions for all children. • Improve vocabulary, sentence formation, listening skills, and confidence in speaking • Children will make continual progress in communication and Language.		
SEND & Personal, Social & Emotional Development	Bucket Time Sessions for SEND Children	• Provide targeted support to develop social skills, confidence, emotional regulation • Improve listening and attention and turn taking skills		Observation of SEND children, individual progress notes, review in termly SEND meetings
Physical Development	Artist in Residence – Clay (4 sessions per year)	Develop fine motor control, hand-eye coordination, creativity, and concentration		Observations on Tapestry Through continued planned experiences using clay Documentation

	Forest School Sessions and Music Teacher Sessions (every half term)	• Build resilience, teamwork, problem-solving, confidence, and safe risk-taking • Improved Personal, social and emotional development • High level of well-being and involvement. • Support gross motor development, balance, coordination, and spatial awareness through outdoor physical challenges • Develop confidence; encourage engagement with nature and cultural experiences. • Develop listening, rhythm, and self-expression • Foster creativity, imagination and self-expression		Assessments

Pupil premium strategy outcomes

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

Due to staffing reductions, staff that were forest school moving on in their careers we were unable to plan forest school session last year or plan an Away day.

Some sessions were led on site in our mud kitchen by non-forest school leaders and the progress in The World strand was not as great as in previous years.

Despite all this we continued to close the attainment gap for our early year's pupil premium eligible children. On entry into our 3-4-year-old room, our pupil premium children had been on average 12 months behind their chronological age. On leaving us to go to primary school they were on average 6 months behind.

The children made most progress in PSED and Physical Development with an average of 8 months and 7 months for Communication and Language. The y made the least amount of progress in The world by only 3 months. This could have been due to fewer outdoor experiences and the absence of forest school sessions and Wow days away.