

## Flatts Nursery School

### Pupil premium strategy statement

While schools must publish certain information online relating to the pupil premium grant, they do not need to publish information regarding EYPP spending. However, we have provided this summary of how we have spent EYPP during the past academic year (24-25)

#### School Overview

| Detail                                                                                               | Data                 |             |             |
|------------------------------------------------------------------------------------------------------|----------------------|-------------|-------------|
|                                                                                                      | Autumn 2024          | Spring 2025 | Summer 2025 |
| Number of 3- & 4-year olds in the school (we have not included 2-year olds as they are not eligible) | 87                   | 99          | 105         |
| Number of children entitled to EYPP                                                                  | 40                   | 48          | 47          |
| Proportion (%) of EY pupil premium eligible pupils                                                   | 46%                  | 48.5%       | 44.8%       |
| Date this statement was published                                                                    | September 2025       |             |             |
| Statement authorised by                                                                              | Andi Gilroy-Sinclair |             |             |
| EY Pupil premium lead                                                                                | Lindsey Robinson     |             |             |

## Funding Overview

| Detail                                           | Amount                  |
|--------------------------------------------------|-------------------------|
| EYPP funding - Autumn 2024                       | £5416.20 (68p per hour) |
| EYPP funding – Spring 2025                       | £5538.60 (68p per hour) |
| EYPP funding – Summer 2025                       | £8310.00 (£1 per hour)  |
| EYPP funding carried forward from previous years | Nil                     |
| Total budget for this academic year (2024-25)    | £19,264.80              |

## Statement of Intent

At Flatts Nursery School we are committed to ensuring that the funding is spent in ways that benefit children and we are dedicated to making sure that all children make good progress and have the same chances and opportunities.

### Summary of main barriers

1. Children start with us with communication and language skills significantly lower than expected for their age
2. Children tend to be older when toileting begins and independence skills need encouragement
3. Children may not have access to other opportunities e.g., parks, library, sport centre (services are closing down locally)

|                  | Nature of support provided                                                                                                                                                                   | Reason for support provided                                | Impact                                                                                                                                                                                                                                        |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Targeted support | Specific support 1 to 1 or small group to work on Wellcomm gaps or learning first nouns                                                                                                      | Support children in C&L<br>To close any identified gaps    | 64% ARE (77% without SEND)<br>Children with EYPP made more progress than their non EYPP peers. Children who were not meeting ARE due to learning English made significant progress in spoken English from their starting points to exit data. |
| Staff training   | My Happy Mind, Maths Challenge, ShREC approach to interactions, supporting positive behaviour, prioritising play, identifying and addressing next steps, inclusion, supervised toothbrushing | To support staff to provide quality first teaching to all. | All children accessing daily toothbrushing – positive experience<br>Monitoring of opportunities to talk 24.1.25 follow up in April. Some excellent practice and examples seen – self reflection                                               |

|                                    |                                                                                                                   |                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                    |                                                                                                                   |                                                                                                                                               | <p>Intensive interaction – 4 members of staff trained and feeling more confident to interact with children with differences. (Observed in staff observations).</p> <p>Maths – evidence of staff using modelling maths vocabulary – monitoring through observations 78% ARE (90% without SEND)</p> <p>Behaviour observed as positive throughout the school</p>   |
| Parent Workshops                   | Regular parents' sessions offered with EYPP targeted. Toileting workshops offered termly and targeted when needed | Working with families to develop their knowledge of parenting, early years education and child development.                                   | <p>Toileting sessions attended by majority of parents invited. 79% ARE (95% without SEND)</p> <p>Maths Workshop – parents feedback positive about workshop – majority of parents EYPP</p>                                                                                                                                                                       |
| Stay to Play Sessions              | Sessions offered to parents to come and play alongside their child                                                | To support parent to understand early years education and child development. To demonstrate high quality interactions and play opportunities. | Stay to play sessions with a popular take up. Parents engaging in play with children, practitioners modelling play.                                                                                                                                                                                                                                             |
| Enhanced experiences e.g. visitors | Visits to Ashworth Grange Care Home<br>PCSO visits<br>Music specialist                                            | To offer children a broad range of experiences to increase cultural capital and their understanding of diversity.                             | <p>Music workshop to support the 2-year-olds – children listening, attending Ashworth Grange visits for all children (SEND included) opportunities for all children to speak and listen – positive for all.</p> <p>Gardening session for families, hard to reach families included. Children engaging with nature. Staff modelling what can be done at home</p> |

### Measuring the impact

Throughout the year, we will continue to offer this support, liaise with families and monitor the impact  
 We will continue to assess the children throughout the year, working closely with their Key Person and family to do so.  
 When assessing, we look at the OPAL Learning Milestones, and assess whether the children have met or not yet met their milestones. We will be able to identify any barriers to learning, and ensure to put extra support in place where needed. Additionally, each child is discussed at pupil progress meetings which take place each year.  
 We will continue to work closely with the families and provide support, or signpost to relevant services where needed

|             |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn 2024 | Toileting Workshop<br>Ashworth Grange – Halloween<br>Stay to Play<br>Intervention sessions (1 to 1, small group) to support communication and language, learning English, first nouns, Wellcomm.<br>Social group – to support confidence – targeted<br>Physical group to support fine motor skills<br>Ashworth Grange – Christmas visit                                                                                                                  |
| Spring 2025 | PCSO<br>Music specialist<br>Toileting workshop<br>Ashworth Grange – Easter Hunt<br>Intervention sessions (1 to 1, small group) to support communication and language, learning English, first nouns, Wellcomm.<br>Social group – to support confidence - targeted<br>Physical group to support fine motor skills<br>Parent invited to World Book Day – sharing stories<br>Parents attended Mother Language Day – sharing languages and customs from home |
| Summer 2025 | Maths Workshop<br>Gardening sessions with families<br>Intervention sessions (1 to 1, small group) to support communication and language, learning English, first nouns, Wellcomm.<br>Social group – to support confidence - targeted<br>Physical group to support fine motor skills<br>Parents invited to Graduation Day                                                                                                                                 |

| Summary of main barriers                                                                                                      | Impacts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Children start with us with communication and language skills significantly lower than expected for their age              | 1. Communication and Language – Children with EYPP made more progress than their non EYPP peers. Younger children continued to join nursery throughout the year at significantly lower levels than age related. Even where children were not meeting age related expectations they made significant progress, particularly when learning English.                                                                                                                                                                                                                                                                              |
| 2. Children tend to be older when toileting begins and independence skills need encouragement                                 | 2. Toileting sessions went well; they were well attended and were even offered one to one if a parent couldn't attend. The free underwear worked well to get children and parents started on the journey. There were very few children who needed support with their intimate care in the summer term in Oak room. Children were ready to transition to school. Learning opportunities were maximised in the room due to their being less time taken out by staff supporting toileting.                                                                                                                                        |
| 3. Children may not have access to other opportunities e.g., parks, library, sport centre (services are closing down locally) | 3. Visits to Ashworth Grange care home were positive particularly with some of our quieter children and those with SEND. Music specialist work with our 2-year-olds was enjoyed and allowed children to explore sound and develop their listening skills. Some of our hard-to-reach parents came to gardening sessions which were positive shared experiences for the children and parents. World book day sharing books with parents worked well, all children had books read to them by parents (59% of parents attended). All but 1 parent attended the graduation to celebrate their children's achievement from the year. |