



Early Years Pupil Premium Strategy Statement Woodfield Nursery School

This statement details our school's use of the early years pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Autumn	Spring	Summer
Number of pupils in school	118 total	126 total	134 total
Proportion (%) of pupil premium eligible pupils	2yo – 16 3 & 4 yo – 19 35 in total	2yo - 22 3 & 4 yo - 23 45 in total	2yo - 11 3 & 4 yo - 29 40 in total
Academic year/years that our current pupil premium strategy plan covers.	2025 - 2026		
Date this statement was published	Dec 2025	March 2026	July 2026
Date on which it will be reviewed	Termly update of numbers and finance		
Statement authorised by	Leanne Harrison	Leanne Harrison	Leanne Harrison
Pupil premium lead	Leanne Harrison	Leanne Harrison	Leanne Harrison
Governor / Trustee lead	Masooma Begum	Masooma Begum	Masooma Begum

Funding overview

Detail	Autumn	Spring	Summer
Pupil premium funding allocation this academic year	£5,000 carried over from 25.26 £3,780 £4,410 Total - £13,190	 £2640.00 £4785.00 Total - £7,425	 £2915.25 £7417.50 Total - £10,329.75

Total budget for this academic year	£ 30,944.75
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Early Years Pupil Premium Strategy Plan

Statement of intent

At Woodfield Nursery School, we have high aspirations and ambitions for our children, and we believe that no child should be left behind. We seek to ensure that teaching and learning opportunities meet the needs of all pupils and that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are fully met, in order to close the attainment gap. We know our children lack in experiences and come from large family backgrounds. This often means they lack in independence and resilience. We aim to fight this by providing challenging and exciting opportunities for independent and adult led learning, inside and out.

Challenges

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

Challenge number	Detail of challenge
1 Physical skills and confidence.	Both gross motor and fine more physical skills are often under-developed in our children. Many come to school in pushchairs or being carried, and have limited opportunities for climbing, running, jumping etc at home.
2. Attainment upon entry	Baseline assessments on entry show almost all children are starting nursery below the expected level of development in the prime areas.
3 Communication and language	A large number of children start school with poor speaking and listening skills, including limited vocabulary. The majority of our children have English as their second language. Wellcomm assessments show us that many children are working at below age-expected levels of communication.
4 Lack of experiences	Our most disadvantaged children often have very limited experiences of the world around them/outdoors, which would support the foundations for learning.
5 Attendance	For some children levels of attendance are low, which impacts on their learning. They miss out on high quality teaching and struggle to build relationships with adults and children.

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
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For children's physical skills to progress rapidly, so that they have the core strength and co-ordination needed for writing when they start reception.	Majority of eligible pupils to leave nursery on track in physical development. Children will mostly be able to run, jump and climb with increasing co-ordination, and manipulate playdough, pick up small objects with their fingers and hold a pencil with an appropriate grip.
Children's attainment in the prime areas to be in line with national expectation when they transition to Primary School with a overall focus on communication and language.	Rapid and sustained progress in areas identified for child as an area for development. Children engaged in appropriate and challenging activities making links to learning and showing confident resilient learners.
Children will access interventions to support their speech and language development. Most will make rapid and sustained progress and will have an increasing level of known and used vocabulary.	Most eligible pupils will leave nursery on-track in 'communication and language'. Wellcomm assessments throughout the year will show improvement in speaking, listening and understanding.
Children will access daily phase 1 phonics teaching to boost their progress in the prime area of CLL.	Children will leave for school with better listening and attention skills. They will have more awareness of sound and be ready for the next phase of phonics.
Children will have increased opportunities to access rich, real life learning experiences in nursery and outside of nursery eg cooking, chicks hatching, farm trip, Woodlands etc.	Children's attainment in Knowledge and Understanding of the World will be mostly in line with their peers.
Children's attendance will improve across the year, to close the gap between their attendance at the start of the year and nursery's target attendance of 90%.	The majority of children will have increasing levels of attendance. Attendance across school will be greater than it was at the start of the year.

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching. PE sessions for all led by A qualified teacher on a weekly basis. 1:10. 30 minutes weekly.	PE sessions to be focused on both healthy bodies and the positive of exercise and resilience through challenges and teamwork. Fundamental skills to be the priority.	1, 2

CPD. Training and consultancy around curriculum from Claire Cherry around phonics, the prime area CLL.	There is a direct link between children's exposure to high quality stories and rhymes at an early age, along with their level of vocabulary at age 3 and future attainment. Planned training will support staff in planning and implementing effective storytimes.	2, 3
CPD. Makaton training to support the total communication approach.	Due to large number of children needing speech and language support, our universal offer now needs to include interventions that would have previously been for targeted children only. Therefore, all staff need to be skilled and knowledgeable.	3
CPD. Total communication approach training.	Due to large number of children needing speech and language support, our universal offer now needs to include interventions that would have previously been for targeted children only. Therefore, all staff need to be skilled and knowledgeable.	3
Welcomm	Due to a large number of our children being EAL or joining nursery with no language, we use the Welcomm intervention with almost all children. The Welcomm strategies are shared and outcomes with all staff so they can be used day to day but a TA3 also runs 1:1 or small group interventions daily.	2,3

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: 10, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching structured interventions	These extra sessions will build on identified areas of weakness and be tailored and reviewed each half term. The will be run in addition to quality first teaching by two TA3 staff members in the classroom alongside play.	2, 3
Forest school	Our children thrive outside and we employ a full time forest school qualified teacher. By updating our resources to match our core texts we can follow our indoor learning outdoors and enrich our children's	1,3,4

	learning particularly around language development and physical development.	
Phonics interventions	We teach a small phonics input daily to our pre school children. Through small additional sessions, we hope to develop the basics of listening and attention through games including musical instruments and other hands on fun games.	2,3

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cultural capital. Opportunities for cultural capital embedded into our curriculum.	By providing these experiences at nursery, we hope to further build on our children's experience, knowledge and skills. We have seen the impact of our curriculum enhancements and our children thrive on being able to apply real life experiences to their learning – eg: owl visits when exploring the owl babies text.	3,4
Attendance. Free access to Breakfast club or lunch club as an aid to support our families and aid better attendance.	Our EYPP children are among those with lower attendance percentages. By offering this to families, we hope to make them feel valued, offer extra care that might support them at home and In turn, improve attendance.	2, 5
Uniform. We provide all our EYPP & Vulnerable children with free uniform.	Supporting our parents with uniform allows ensures they feel comfortable to bring their child in alongside their peers. We only ask for one piece of uniform, a jumper, and one is given free to families on entry. We know our children feel happy and confident in their uniforms.	