

## Early Years Pupil Premium Strategy Statement

This statement details our school's use of early years' pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our early years' 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	Jakeman Nursery School
Number of pupils in school (October 2022 Census+flexible funding)	65 (63+2)
Proportion (%) of pupil premium eligible pupils (October Census)	32/65 = <b>49%</b>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23, 2023-24, <b>2024-25</b>
Date this statement was published	09/12/2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Samantha Richards
Pupil premium lead	Samantha Richards
Governor / Trustee lead	Michelle Howles – Chair of Local Committee Lorna Rose – EYPP link governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,443.20 (indicative)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£14,000

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all children, irrespective of their background or the challenges they face, make good progress and are on track in all areas of the Early Years Foundation Stage when they leave us to go to primary school. The focus of our early years' pupil premium strategy is to support disadvantaged pupils to achieve that goal and close any gaps in their knowledge or skills, as well as do all we can to improve children's health and well-being.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and children with special educational needs. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time, will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to each child's needs, informed by our 'All About Me' conversations with parents before children start nursery and ongoing observations and assessments of the child. Consistent access to outdoor learning has proved over many years to be an opportunity that targets many of the challenges our children face and helps them develop the attitudes, knowledge and skills they need to succeed at primary school. Rights respecting schools work, having children's rights embedded into our curriculum, has also shown to develop positive attitudes to learning.

We will base this and the other initiatives in a nursery curriculum and environment which is language-rich, nurturing and focuses first on the prime areas of learning. This will ensure that all children can fully assess all seven areas of learning at nursery and be ready and able to thrive in their Reception class when they leave us.

### Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils generally have <b>lower levels of social communication skills</b> than their peers. Among all children, the majority are arriving at Nursery with social communication skills below that expected of their age. Less children have attended social settings.

2	<p>Disadvantaged pupils generally have <b>lower levels of speech, language and vocabulary</b> than their peers.</p> <p>Among all children, the majority are arriving at Nursery with language and a breadth of vocabulary that is below that expected of their age.</p> <p>This may be as a result of less social communication opportunities prior to attending Nursery.</p> <p>This may also be attributed to disadvantaged children having less access to books, enrichment activities and educational toys outside of school, thus impacting on language and vocabulary development.</p>
3	<p>Disadvantaged pupils and vulnerable pupils, often have <b>less developed gross motor skills</b> than that expected of their age.</p> <p>More and more children are deemed overweight or obese (Startwell Birmingham statistic of 21.4% (10.2 obese); both above national) and do not get the recommended 180 minutes of physical activity per day.</p> <p>Our disadvantaged pupils often live in terraced housing with overcrowding. Many children do not have access to a garden and this can result in less developed gross motor skills and more time spent static.</p> <p>Less developed gross motor skills can affect posture and the development of fine motor skills, significantly affecting writing ability in the later educational phase. Obesity at a young age can impact life long health.</p>
4	<p>Among our disadvantaged pupils, a higher number have parents with mental health issues/daily life challenges. This can negatively impact their own wellbeing and mental state, and potentially parenting capacity. Children with <b>lower levels of well-being</b> often develop at a slower rate in all areas of learning and are often less susceptible to teaching/learning and lower engagement levels.</p> <p>Lower levels of mental health in parents (and children) may have been heightened by more recent deprivation factors and the current cost of living crisis.</p>
5	<p>Our disadvantaged children often come to nursery <b>hungry and less able to concentrate</b> on their learning, demonstrating lower engagement levels. Breakfast and routine/ lunch and routine outside of nursery is not consistent for all children.</p> <p>In correlation to point 3, children require encouragement and to be educated in making healthy choices.</p>
<p>(Shown through baseline assessments, Wellcomm assessments, observations of children, initial meetings with parents and ongoing informal discussions with parents)</p>	

## 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
Improved social communication skills	Children to have the gap closed in their communication and language abilities. Progress made in communication and language assessments by the time children leave nursery. Majority of children reaching age related expectations for communication and language.


	<p>Children’s social interactions become more advanced, matching those expected of their age by the time they leave Nursery.</p> <p>Children are exposed to and engage in high quality interactions with adults in the setting. (C&amp;L assessment data and observation, PSED assessment data)</p>
Improved speech, language and vocabulary	<p>Reduced gap in children’s Wellcomm score by at least one band by the time they leave nursery. (Wellcomm assessment data)</p> <p>Children to have the gap closed in their communication and language abilities. Progress made in communication and language assessments by the time children leave nursery. (C&amp;L assessment data)</p> <p>(Inc. through enrichment experiences and opportunities at nursery): Children are exposed to and use new vocabulary learnt through their everyday play and conversations, through consistent high quality indoor and outdoor experiences, high quality teaching, and through both internal and external enrichment opportunities.</p> <p>Improved language and vocabulary positively impacts all areas of learning and children’s knowledge, confidence and their social communication.</p>
Improved gross motor skills	<p>Children access opportunities daily, both indoors and outdoors, that positively impact their gross motor skills and frequency of movement.</p> <p>Children’s gross motor skills strengthen. They have increased control over their torso, larger muscle groups and limbs.</p> <p>Children are experienced and skilled in large scale movement.</p> <p>Children are ready for the demands of table sitting, posture stamina and writing in the next phase of the education.</p> <p>Children’s fine motor skills progress as a result of improved gross motor skills.</p> <p>(assessment data)</p>
Improved wellbeing and self-confidence (as seen through improved concentration, engagement, involvement and independence skills)	<p>Children demonstrate good involvement levels and good well-being levels (Leuven scales used as a guide) and increasing independence skills are observed for all children. (observation)</p> <p>The majority of children are on track to / meet age related expectations in PSED when they leave nursery. (Assessment data)</p>
Children are well-nourished and ready to learn	<p>Children demonstrate a readiness to learn and an eagerness to learn.</p> <p>Children have access to toast, healthy snacks, fruit and milk at Nursery.</p> <p>No child struggles with concentration as a result of being hungry.</p> <p>Children develop healthy eating habits which will stay with them for life. (observation of readiness to learn as well as access of healthy snacks.)</p>

## Activity in this academic year



This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching



Budgeted cost: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>- Consistent use of Wellcomm to improve language skills</p> <p>Ensure new staff are well trained in Wellcomm</p> <p>Explicit vocabulary teaching and modelling across school</p> <p>Wellcomm screening used to set targets and support progress</p> <p>- Consistent use of Concept Cat programme to improve language understanding &amp; development.</p> <p>Ensure new staff are well trained in Concept Cat</p> <p>Explicit vocabulary/concept teaching across school</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impact on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>EEF EYFS toolkit:</p> <p>Communication and language approaches </p> <p><small>High impact for very low cost, based on extensive evidence.</small></p>	<p>1,2,4</p>
<p>CPD for staff</p> <p>Focus on</p> <ul style="list-style-type: none"> <li>-language acquisition and strategies/ pedagogy for maximising language</li> <li>-developing children's vocabulary</li> <li>-social communication development.</li> </ul>	<p>There is strong evidence to suggest staff that are well-trained and have their pedagogy and knowledge developed are most likely to have the greatest impact on children's learning. This is particularly crucial with regards to knowledge of early child development for EY practitioners.</p> <p>Staff CPD:</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1672861015">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1672861015</a></p> <p>Vocabulary gap:</p>	<p>1,2,4</p>

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<p>(Including ongoing development of staff providing daily high-quality experiences indoors and outdoors and facilitating high-quality interactions)</p> <p>Use of Early Excellence training opportunities and Child Development training modules</p>	<p>‘Children’s vocabulary skills are linked to their economic backgrounds. By 3 years of age, there is a 30 million word gap between children from the wealthiest and poorest families.’</p> <p><a href="https://www.naeyc.org/resources/pubs/tyc/feb2014/the-word-gap">https://www.naeyc.org/resources/pubs/tyc/feb2014/the-word-gap</a></p> <p>EEF EYFS toolkit:</p> <p>Communication and language approaches  </p> <p>High impact for very low cost, based on extensive evidence.</p>	
<p>Ensure IT equipment is available and used effectively to improve language development</p>	<p>National Literacy Trust – Digital Technology in the Early Years (updated July 2014)</p> <p><a href="https://literacytrust.org.uk/resources/digital-technology-and-early-years/">https://literacytrust.org.uk/resources/digital-technology-and-early-years/</a></p> <p>Technology can play a role in supporting early communication, language and literacy. It can offer new learning opportunities, through ebooks, apps, and even video calling. Just like a book, technology is used as a tool for learning and play, rather than as a replacement for adult interaction.</p> <p>Research shows that, when used appropriately, technology can be an important route in to reading for certain groups of children, particularly those from disadvantaged backgrounds and boys.</p>	<p>1,2,4</p>
<p>Ensure purposeful, high quality outdoor opportunities and resources to support high quality teaching and learning outdoors, and maximised opportunities to be physically active</p> <p>Improve outdoor resources to support development of gross motor skills</p>	<p>There is strong evidence that shows that children’s academic attainment, social development, language and communication and emotional well-being is increased as a result of good gross motor skills.</p> <p>Fundamental or gross motor skills (GMS) are the foundation for many sports and physical activities. From a health perspective, higher levels of GMS are associated with lower body mass index better cardiorespiratory fitness and physical activity as well as enhanced cognitive development social development and language skills. Moreover, children with poor GMS are more likely to have lower self-esteem and higher levels of anxiety.</p> <p>GMS proficiency in young children is suboptimal and given the short-term and long-term consequences of poor skills, interventions targeting the improvement of these skills are needed.</p> <p><a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5117028/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5117028/</a></p> <p>Gross motor skills affect wellbeing and give children opportunities to socialise in play. Confidence and coordination in gross motor skills are essential for children in developing their fine motor skills.</p> <p><a href="https://help-for-early-years-providers.education.gov.uk/physical-development/gross-motor-skills#why-gross-motor-skills-are-important">https://help-for-early-years-providers.education.gov.uk/physical-development/gross-motor-skills#why-gross-motor-skills-are-important</a></p>	<p>3,4</p>
<p>Purchase / plan for wider experiences as part of the everyday curriculum</p>	<p>There is great value in showing children the awe and wonder of the world and making experiences possible that may not happen in their everyday lives.</p>	<p>1,2,4</p>

<p>offer/activities e.g. real life experiences, real resources, cooking, hands on experiences, Living Eggs, author visit, artist focus</p>	<p>‘Children from disadvantaged backgrounds benefit from experiences and activities that they may not get out of school.’</p> <p>Ofsted’s inspection framework emphasises the importance of personal development and extending the curriculum beyond academic achievement.</p> <p>It assesses schools on whether they:</p> <ul style="list-style-type: none"> <li>• Help children develop their interests and talents</li> <li>• Enable children to develop their character, including resilience, confidence and independence</li> <li>• Teach children how to keep physically and mentally healthy</li> <li>• Prepare them for future success</li> <li>• Equip children to be responsible, respectful and active citizens</li> </ul> <p>Enrichment experiences support language development, wider knowledge, emotional well-being and create memories that children can then connect to later experiences.</p> <p><a href="https://www.eyalliance.org.uk/cultural-capital-eif-what-you-need-know">https://www.eyalliance.org.uk/cultural-capital-eif-what-you-need-know</a></p> <p>Vocabulary gap:</p> <p>‘Children’s vocabulary skills are linked to their economic backgrounds. By 3 years of age, there is a 30 million word gap between children from the wealthiest and poorest families.’</p> <p><a href="https://www.naeyc.org/resources/pubs/tyc/feb2014/the-word-gap">https://www.naeyc.org/resources/pubs/tyc/feb2014/the-word-gap</a></p>	
<p>Purchase, update and replenish core books sets for big nursery and little nursery using the annually reviewed curriculum book spine</p>	<p>There is strong evidence of the correlation between exposure to a range of high quality books and children’s vocabulary and future academic attainment.</p> <p><a href="http://ecommerce-prod.mheducation.com.s3.amazonaws.com/unitas/school/explore/sites/reading-wonders/evidence-based-strategies-for-improving-childrens-vocabulary-knowledge-white-paper.pdf">http://ecommerce-prod.mheducation.com.s3.amazonaws.com/unitas/school/explore/sites/reading-wonders/evidence-based-strategies-for-improving-childrens-vocabulary-knowledge-white-paper.pdf</a></p> <p>‘...for many children a lack of vocabulary puts up daily barriers that are difficult to overcome.’</p> <p>Teachers reported that pupils with low levels of vocabulary often:</p> <ul style="list-style-type: none"> <li>• Had difficulty working independently.</li> <li>• Had difficulty following what is going on in class.</li> <li>• Achieved worse results in national assessments.</li> <li>• Made slower than expected progress in English.</li> <li>• Made slower than expected progress in other subjects.</li> </ul> <p>Even more significantly, Charlton and Asmussen (2017) found that children with language difficulties at age 5 were:</p> <ul style="list-style-type: none"> <li>• Four times more likely to have reading difficulties in adulthood.</li> <li>• Three times as likely to suffer from mental health problems.</li> <li>• Twice as likely to be unemployed in adulthood.</li> </ul>	<p>1,2,4</p>



	<p>This picture is again backed up by the Oxford Language Report (2018), where teachers reported that pupils with lower levels of vocabulary were:</p> <ul style="list-style-type: none"> <li>• More likely to suffer from low self-esteem.</li> <li>• Less likely to stay in education and less likely to be able to find employment at the end of their school journey.</li> <li>• More likely to show negative behaviour.</li> <li>• More likely to have difficulty making friends.</li> <li>• More likely to have worse attendance.</li> </ul> <p><a href="https://www.oneeducation.co.uk/news-blog/mind-the-gap-why-prioritising-vocabulary-matters">https://www.oneeducation.co.uk/news-blog/mind-the-gap-why-prioritising-vocabulary-matters</a></p> <p>Vocabulary gap:          ‘Children’s vocabulary skills are linked to their economic backgrounds. By 3 years of age, there is a 30 million word gap between children from the wealthiest and poorest families.’</p> <p><a href="https://www.naeyc.org/resources/pubs/tyc/feb2014/the-word-gap">https://www.naeyc.org/resources/pubs/tyc/feb2014/the-word-gap</a></p> <p>There is strong evidence of the correlation between exposure to a range of high quality books and the use of story developing wider knowledge in children.</p> <p>EEF EYFS toolkit:</p> <p>Early literacy approaches  </p> <p><small>Moderate impact for very low cost, based on moderate evidence.</small></p> <p>Costings: £400</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £5200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adult led 1 to 1 / small group speech and language intervention / intense interactions (1 p/w minimum)	<p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,4



	<p><b>EEF toolkit:</b></p> <p>Communication and language approaches  </p> <p>High impact for very low cost, based on extensive evidence.</p> <p>Costings: Salary £26,000 /5 for 2x half day = £5200</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast provided to ensure children are fed and ready to learn	<p>Young children are growing quickly and have high energy and nutrient requirements for their size. They also eat smaller amounts than older children and adults, so it is important for them to eat regular meals and snacks that contain sufficient energy and nutrients for their needs.</p> <p>The pilots for the universal free school infant meals by the DfE found that children eating healthy meals at school had improved performance in the classroom. Improvements in attainment were strongest amongst pupils from less affluent families and amongst those with lower prior attainment. They also found social and behavioural benefits from children who sat down to eat with friends and teachers</p> <p>Costings: £4 p/w butter, £8 p/w bread - AUT 13 weeks £156 £6 p/w butter, £11 p/w bread - SPR 12 weeks £204 £8 p/w butter, £14 p/w bread - SUM 13 weeks £286 = £646</p> <p><a href="https://www.parliament.uk/globalassets/documents/commo-ns-committees/Education/evidence-check-forum/Universal-infant-free-school-meals.pdf">https://www.parliament.uk/globalassets/documents/commo-ns-committees/Education/evidence-check-forum/Universal-infant-free-school-meals.pdf</a></p>	5
Fruit / vegetable sticks/ healthy snacks provided for snack mid-morning and mid-afternoon	<p>Research confirms that healthy eating habits in the years before school are very important because they influence growth, development and academic achievement in later life</p> <p>Over a fifth of children are either overweight or obese by the time they join reception class in primary school</p> <p>Eat Better Start Better – Voluntary Food and Drink Guidelines for Early Years Settings in England: <a href="http://cft-staging-cdn.core-clients.co.uk.s3-eu-west-1.amazonaws.com/2015/06/CFT_Early_Years_Guide_Interactive_Sept-12.pdf">http://cft-staging-cdn.core-clients.co.uk.s3-eu-west-1.amazonaws.com/2015/06/CFT_Early_Years_Guide_Interactive_Sept-12.pdf</a></p> <p>Some parent contributions – top up required</p> <p>Additional healthy snacks such as breadsticks and plain rice cakes</p> <p>Costings: £10 p/w fruit/beg/healthy snacks - AUT 13 weeks £130 £12.50 p/w fruit/beg/healthy snacks - SPR 12 weeks £150</p>	5

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	<p>£15 p/w fruit/beg/healthy snacks - SUM 13 weeks £195 = £475</p>	
<p>Internal and external trips/ experiences/visits /visitors subsidised/paid for (vulnerable children)</p>	<p>There is great value in showing children the awe and wonder of the world and making experiences possible that may not happen in their everyday lives. ‘Children from disadvantaged backgrounds benefit from experiences and activities that they may not get out of school.’ Ofsted’s inspection framework emphasises the importance of personal development and extending the curriculum beyond academic achievement. It assesses schools on whether they:</p> <ul style="list-style-type: none"> <li>• Help children develop their interests and talents</li> <li>• Enable children to develop their character, including resilience, confidence and independence</li> <li>• Teach children how to keep physically and mentally healthy</li> <li>• Prepare them for future success</li> <li>• Equip children to be responsible, respectful and active citizens</li> </ul> <p>Enrichment experiences support language development, wider knowledge, emotional well-being and create memories that children can then connect to later experiences. <a href="https://www.eyalliance.org.uk/cultural-capital-eif-what-you-need-know">https://www.eyalliance.org.uk/cultural-capital-eif-what-you-need-know</a> Vocabulary gap: ‘Children’s vocabulary skills are linked to their economic backgrounds. By 3 years of age, there is a 30 million word gap between children from the wealthiest and poorest families.’ <a href="https://www.naeyc.org/resources/pubs/tyc/feb2014/the-word-gap">https://www.naeyc.org/resources/pubs/tyc/feb2014/the-word-gap</a> (Contribute to EYPP children’s cost of external visit) Costings: Summer term trip x indicative 40 children @£15 per child = £600</p>	<p>1,2,4</p>

**Total budgeted cost: £14,000**

## 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 2023 to 2024 academic year.

Autumn 23	Spring 24	Summer 24
9 EYPP children <i>0.62p p/h</i>	22 EYPP children <i>0.62p p/h</i>	45 EYPP children <i>(2-year-olds became eligible for EYPP funding in April 2024) 0.68p p/h</i>
£1158.30	£2611.40	£5967
<b>Academic Year funding</b>		
<b>£9736.80</b>		
<small>(Indicative estimate in September 2023 was £6890.40; Increased mostly due to the new 2-year-old eligibility that began in April 2024)</small>		

Communication, language and literacy was prioritised for our children following baseline observations and assessments; we noted how low these areas were and put in high quality support to ensure that the EYPP children made good progress. We ensured that our learning environments were secure and nurturing yet stimulating (both indoors and outdoors) with many open-ended and language rich opportunities for children to engage in experiences that enabled them to develop curiosity and initiate their own ideas. Resources were easily accessible so that children could be independent, boosting their self-esteem, developing their confidence and encouraging perseverance and resilience. Children developed and built relationships and language through the support and modelling of staff.

Targeted Communication and Language Input:

- We planned for WellComm interventions to develop language skills. These took place within continuous provision, during targeted intervention groups and within group times.
- Children with speech and language difficulties were identified and all EYPP children had access to specifically planned intervention groups.
- Each targeted session had a cycle of observation, planning and implementation. Impact was moderated by our WellComm Communication Champion. Evaluations informed our summative assessment.
- The Nursery Teacher and Nursery Manager supported staff to further develop their skills and strategies to maximise opportunities to develop children’s communication and language skills. This included CPD, sharing information about National strategies and modelling outstanding teaching in this area.
- Core books and rhymes were developed and this supported with the learning of new vocabulary, understanding, listening and attention.

We also focused on Listening and Attention through ‘bucket time’ intervention, as pre-skill development for children not yet making progress in verbal communication. The progress of this intervention on the children involved was phenomenal, as observed by the delivering staff members (SENCO support +1) and the programme lead and mentor.

We provided opportunities for awe and wonder through meaningful and enriching learning experiences. The impact of our high quality teaching was that children’s knowledge built up over time and prior learning was consolidated through development of skills. Children displayed

high levels of involvement and well-being, as captured through internal observation and monitoring, Ofsted and governor visits.

We have continued and prioritised work with parents to support teacher interventions, targeted support, small group work, and continued to offer support to the families through workshop sessions and personalised guidance.

We went on a whole nursery visit to Twycross Zoo (with families) and used our experience to develop further learning back in nursery.

Throughout the year, we tracked and monitored the experiences and progress of these children. Data shows that the vast majority of children made accelerated progress from their starting points. Carefully planned activities have been designed to support each individual child to narrow any gaps in knowledge, skills, understanding and vocabulary, and to support them to make the best possible progress. Staff are skilled in scaffolding and extending learning to build on children’s knowledge, impacting upon the good progress across all areas of learning.

Nursery 2 (big nursery):

	All		EYPP		Non-EYPP	
	On track aut	Met sum	On track aut	Met sum	On track aut	Met sum
<b>C&amp;L</b>	41	<b>63</b>	38	<b>50</b>	42	<b>71</b>
<b>PSED</b>	61	<b>71</b>	49	<b>61</b>	68	<b>80</b>
<b>PD</b>	68	<b>70</b>	58	<b>66</b>	77	<b>82</b>
<b>Lit</b>	44	<b>62</b>	41	<b>46</b>	45	<b>68</b>
<b>Math</b>	53	<b>69</b>	43	<b>66</b>	58	<b>73</b>
<b>UtW</b>	51	<b>69</b>	43	<b>62</b>	52	<b>74</b>
<b>EAD</b>	58	<b>70</b>	58	<b>66</b>	58	<b>73</b>

Trend: Lower starting points for EYPP children. Non-EYPP children (big nursery) outperform in all areas and the widest gaps in *attainment* between EYPP and non-EYPP children continue to be in C&L and Literacy.

Progress data shows good progress for the vast majority of children.

Next year, we will analyse Little Nursery EYPP and non-EYPP data now that 2-year-olds are EYPP eligible.

PROGRESS SUMMARY FOR ALL CHILDREN:

<b>Comm. &amp; Language</b>	<b>PSED</b> ↓	<b>Physical Dev.</b>
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↓		↓
% of children made good progress		
97%	96%	99%
% of children made some progress		
3%	4%	1%
# and % of children demonstrated limited progress against the curriculum		
0%	0%	0%

Externally provided programmes

Programme	Provider
Wellcomm	G.L.Assessment