



Early Years Pupil Premium Strategy Statement

Garretts Green Nursery School and Enhanced Provision 2025-2026

This statement details our school's use of early years' pupil premium funding to help improve the attainment of our most disadvantaged pupils to ensure every child's right to an education.

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	Garretts Green Nursery School and Enhanced Provision
Number of pupils in school	76
Proportion of pupil premium eligible pupils	29% (22 pupils)
Proportion of pupil premium eligible children who are also on our SEND register	50% (11 pupils)
Academic year/years that our current pupil premium plan covers (3 year plans are recommended)	2025-2026, 2026-2027 and 2027-2028
Date this statement was produced	September 25
Date on which this will be reviewed	December 26
Statement authorised by	Claire Henebury
Pupil Premium lead	Helen Coleman
Governor lead	Rob Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,421
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Amount spent to date this academic year	

Part A: Pupil Premium Strategy Plan:

Statement of intent

As outlined in the government's *Giving Every Child the Best Start in Life* strategy, "The foundations of success are laid in early childhood. Ensuring every child has the best start in life - the chance to achieve and to thrive - are the foundation stones of the government's Opportunity Mission. To ensure that a child's background does not determine their future success, so that all children develop well, learning to communicate, build relationships, manage their emotions, play and learn. Not just in school, but throughout their lives."

High-quality early education is particularly crucial for children from disadvantaged and low-income families, as it is these children who benefit most from strong early experiences, helping to reduce inequalities and improve life chances.

Our intention at Garretts Green is to use Early Years Pupil Premium funding to close gaps, strengthen early development, and ensure every child can learn, grow and thrive, irrespective of their background and challenges they face.

We intend that all children enjoy high levels of well-being, and make good progress from their individual starting points in all areas of the Early Years Foundation Stage. The focus of our strategy is to support disadvantaged pupils to achieve those goals.

We aim to close gaps in children's understanding, knowledge and skills so that more children are on track in all seven areas of learning when they leave us to go to Primary School. We also aim to provide further challenge to those children working above age related expectation.

High-quality teaching underpins 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 children at Garretts Green Nursery School and Enhanced Provision. The intended outcomes below also reflect a commitment to sustaining and improving the attainment of non-disadvantaged pupils, while accelerating progress for disadvantaged learners.

Our approach and pedagogy are responsive to individual needs, and our delivery of the curriculum is shaped by children's interests.

We get to know the children attending Garretts Green exceptionally well. This is achieved through daily dialogue with parents and strong parent partnership, sustained shared thinking with children, observation and assessment. This gives us a robust understanding of each child's well-being levels, interests, knowledge and skills. It also enables us to identify and understand barriers to each child's learning.

We use this information to plan and implement initiatives within a nurturing and language rich environment in which children thrive and access a full early years curriculum.

Challenges:

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

“Children from low-income families are more likely to be missing basic developmental milestones. By age five, these children, on average, are almost five months behind their peers in development. Once children fall behind their peers it becomes increasingly difficult for them to catch up. This developmental gap continues to grow and by the time they take their GCSE’s at 16, they are on average nineteen months behind. This means these young people are less likely to leave school with essential qualifications and skills, will have fewer employment opportunities and around ten years lower life expectancy.” (Giving every child the best start in life, DfE)

Challenge number:	Detail of challenge:
1	Baseline assessment, Wellcomm assessments, observations and feedback from parents highlight that on entry to nursery, a higher percentage of disadvantaged children are working below age related expectation in the prime areas of learning, especially communication and language development compared to their peers. Children have a limited vocabulary.
2	Some of our children do not have access to a garden at home, and others have limited experiences out outdoor play and exploration of nature. This impacts on their opportunities to develop their gross motor skills and understanding of the natural world.
3	Many of our disadvantaged children do not have access to books at home. This is in line with statistics published by the National Literacy Trust, which cite that 1 in 5 children do not have access to books at home. This impacts on the development of children’s early reading skills which longer term can affect their life chances.
4	Parental mental health issues affect some of our disadvantaged children. Studies confirm the link between maternal and paternal depression and an increased risk of later behavioural and emotional difficulties in

	children (Public Health England March 2021)
5	The cost-of-living crisis, especially food costs, continues to significantly impact our disadvantaged children and their families. It is cheaper to provide ultra processed food with high sugar/salt content, than to provide a healthy meal for a family.
6	Oral Health: The most recent data shows that the incidence of dental decay in children in Birmingham is higher than the national average and the West Midlands region. • Yardley (29%) • West Midlands Region (23%) • England (23%)
7	Obesity levels: <i>One in 5 children in England are living with obesity, and Birmingham has above average obesity rates with Birmingham being at 11.5% for reception children (England is 10.5%)</i>
8	Our assessments and observations suggest that more disadvantaged children are working below age related expectation in their maths skills and development compared to their peers.

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:

<i>Intended Outcome</i>	<i>Success Criteria</i>
<i>Improved Communication and Language Skills</i>	<i>Children's 'right to be heard' is fulfilled for all children -Children's interests, ideas and opinions are understood and shared with the school community.</i> <i>Children learn and use new vocabulary linked to their nursery experiences, core books and rhymes.</i> <i>More EYPP children will be on track in Communication and Language than at the beginning of the year.</i> <i>Children to have closed the gap in their Wellcomm score by at least one band by the end of their nursery year. More children score green or amber.</i> <i>Children make accelerated progress in listening and attention, and are able to reach Stage 4.</i>
<i>Improved gross motor skills and a robust knowledge and understanding of some key features of the natural world.</i>	<i>Access to outdoor continuous provision and forest school has a positive impact on children's gross motor skills.</i> <i>Access to art and creativity has a positive impact on children's fine motor skills.</i> <i>More children are on track in physical development when they leave Garretts Green.</i> <i>Children can understand and talk with confidence about nature, growth and decay, life cycles and Seasonality. More children are on track in Understanding the world.</i>
<i>Improved Early Reading and Literacy skills</i>	<i>Children have gained a love of reading and stories. Children enjoy books and are able to talk about stories with adults and their peers.</i> <i>Majority of children are on track in literacy when they leave Garretts Green.</i> <i>More children become members of our local library.</i>
<i>High levels of self-esteem, resilience, confidence and engagement as wellbeing is nurtured.</i>	<i>Children know their rights.</i> <i>Children's achievement in PSED increases with more children on track.</i> <i>Children are confident and well-being levels increase throughout the year (measured and monitored by Leuven Scales)</i> <i>Children's understanding is recognised by RRSA Gold accreditation assessment evidence in reported (Going for Gold)</i> <i>Children have a stronger sense of self-worth, and freedom to express themselves through Art and design</i> <i>More children on track for Expressive Arts and Design.</i>

<i>Children have access to a variety of nutritious foods at nursery. They develop a good understanding of healthy eating and healthy eating attitudes and habits</i>	<i>Children engage well with and enjoy healthy snack times. Children develop a liking for a range of fruit and vegetables and water/milk and develop a good understanding of healthy food choices and eating habits that will stay with them for life. Children learn how to drink out of an open cup. Children eat a reduced amount of salty and sugary foods. The school achieves the Startwell Renewal award.</i>
<i>Improved early maths skills</i>	<i>Assessment and observation indicate significantly improved knowledge, understanding and application of early maths skills. More children are on track in mathematics when they leave Garretts Green. Children improve in their understanding of numerical patterns through Music.</i>
<i>Improved oral health and oral health awareness.</i>	<i>Children will develop a robust understanding of why they need to brush their teeth and how to keep their teeth and gums healthy. Children will brush their teeth for longer (2 minutes twice a day). An increased number of children will attend dentist appointments. Parents and carers will have a greater understanding of the importance of maintaining good oral health for their children.</i>

Activity in this academic year

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

Garretts Green Nursery School and Enhanced Provision 2025-2026

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence	Challenge numbers
<i>Startwell- Whole school training</i>	<i>Good nutrition is essential during childhood, as it is a time of rapid growth, development and activity.” (Public Health Agency)</i> <i>“Over a quarter of children in Birmingham have dental decay.” (Startwell)</i> <i>One in 5 children in England are living with obesity, and Birmingham has above average obesity rates with Birmingham being at 11.5% for reception children (England is 10.5%)</i>	5, 6, 7
Attention Birmingham Training <i>All staff are training to deliver bucket time, and the approach is now fully embedded into our pedagogy and curriculum.</i>	<i>We have an increase in SEND.</i> 50 % of our EYPP children this year have SEND. <i>The majority of children enter Nursery not on track to reach milestones in listening and attention.</i> <u>Attention Autism</u> <i>Attention Autism is an educational and therapeutic approach developed by speech and language therapist Gina Davies to support children with autism spectrum disorder (ASD) in developing joint attention, turn-taking, and shared focus, which are foundational for language and social interaction. The program uses play-based, visually stimulating activities to engage children and encourage spontaneous communication, imitation, and social engagement.</i> When implemented effectively, Attention Autism can lead to improvements in: • Sustained attention and focus	1

	• Spontaneous verbal and non-verbal communication • Social interaction and shared enjoyment • Vocabulary development and language skills • Confidence in participating in group activities	
<i>Bright Beginnings training</i> <i>All staff</i>	<i>Birmingham and Solihull Women's Aid have produced an Early Years Workshop programme designed to enable children to explore topics around safety, equality, and healthy relationships.</i> <i>The sessions focus on building positive relationships, how and who to ask for help, what it means to feel safe, understanding our feelings.</i>	4

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

Activity	Evidence that supports this approach	Challenge numbers addressed
WellComm and Speech and Language Therapy: Using Wellcomm with all children to assess and develop language and communication skills. This will be achieved through: Adult led small groups planned and supported by our Speech and Language therapist Our Wellcomm lead for Garretts Green to train staff to deliver the key elements of Wellcomm through all areas of continuous provision	Children’s language skills are connected to their overall development and can predict their educational success. As speaking and listening develops, children build foundations for literacy, for making sense of visual and verbal signs and ultimately for reading and writing. Children from more disadvantaged backgrounds may have fewer chances to develop their vocabulary. However, research shows that lots can be done in the early years to avoid inequalities in children’s language development. Provide a language rich environment full of stories, rhymes, songs and play with words that are of interest to children. Children can make good progress with early language development with the right support.” (GOV.UK) Why Wellcomm? “The Wellcomm toolkits were developed by Speech and Language Therapists at Sandwell and West Birmingham Hospitals NHS Trust with the aim of providing easy to use support for everyone involved with children. Requiring no specialist expertise, they quickly identify areas of concern in language, communication and interaction development in order to ensure early targeted intervention. Once a profile has been drawn up for each child, The Big Book of Ideas provides focused teaching and intervention strategies to meet individual needs.” (GL Assessment)	1
Concept Cat- Concept Cat is an evidence-based educational programme that helps young children develop early conceptual vocabulary through stories, play, and structured teaching. Children are assessed to help decide the biggest gaps in knowledge of key ‘concept’ words. Then we teach a ‘concept word’ each week through songs/raps, stories,	The EEF (Education Endowment Foundation) trial found that children in Concept Cat settings made, on average, two months’ additional progress in understanding conceptual vocabulary compared to control groups Education Endowment Foundation. Children eligible for the Early Years Pupil Premium made three months’ additional progress. The programme also showed benefits in early numeracy and understanding complex sentences, indicating broader cognitive support. Concept Cat provides a structured yet playful approach to help young children grasp foundational concepts, making it a widely respected tool in Early Years education.	1, 3, 7, 8

puppets, character (Concept cat) and Continuous Provision.		
Groovy Little Movers Dance with Katy Weekly group dance sessions which are crafted to develop children's fine and gross motor skills, their balance and agility, their spatial awareness and core strength, and boosting health and well-being.	'Groovy little movers' has been developed by a qualified teacher who has written the curriculum based on the EYFS. Songs have been created supporting children's development of communication and language. Songs include phonetic sounds, a rich vocabulary, including mathematical concepts, and language designed to support personal, social and emotional well-being. Children benefit from developing an understanding of foundational musical terms and experiencing how music impacts us physically and emotionally and can help us to exercise as well as slow down and relax.	1,3,7, 8
Jenny the Musician spends half a day each week in Nursery. She brings her own instruments, and totally allows the children freedom in exploring them, making their own music and writing their own songs. This year they have written their own song about the children's rights (RRSA-UNICEF), which the children have performed at a local care home.	Our musician, Jenny originally came to the Nursery through 'Sounds of Play which is an <i>Early Years music project striving to improve music provision for birth-5-year olds and their families across Birmingham.</i>  Sarah Robbins, CEO of The Springfield project, leading partner of the project for Birmingham Forward Steps said: <i>"Birmingham Forward Steps is delighted to have the opportunity to bring this comprehensive early years music programme to the city. Music is a fantastic tool for supporting children to develop well and it also has the power to enrich lives. In this music-rich city it is only right that our youngest children have opportunities for music making and it is an honour that so many of the city's musical institutions are joining us to make this a reality. Thank you to Youth Music for their support in bringing Sounds of Play to life.</i> <i>"Children's lives in music-making must start as soon as possible. The evidence is overwhelming in terms of the positive difference this makes for their own personal,</i>	1, 3, 7, 8

	<i>social and musical development and for their families too. That's why early years is one of our priority areas at Youth Music".</i> Due to the evidence across Birmingham, as well as the impact we have seen for ourselves, we have continued to keep our musician beyond the project.	
Forest School-Trained teacher Vicky (1 day per week) The children are dressed in appropriate clothing to enable them to visit forest school bi-weekly, following a well-planned curriculum which covers all aspects of the EYFS. Vicky also puts on extra forest school sessions for the children who most need and benefit from the experience.	The process of forest school helps and facilitates more than gaining knowledge, it helps learners develop socially, emotionally, spiritually, physically and intellectually. This is a huge benefit for our children who have limited experiences in the natural environment due to housing challenges or living in flats without a garden. Our forest school trained teacher helps to create non-judgemental nurturing environment for learners to try stuff out and take risks. Forest School inspires a deep and meaningful connection to the world and an understanding of how our children fit within it. Our approach to risk means that learners constantly expand on their abilities by solving real-world issues, building self-belief and resilience. (The Forest School Association). Research by 'Early Impact Teaching', from 20 years of forest school experience has identified 14 benefits from delivering Forest School; 1. To inspire awe and wonder 2. They encourage problem solving 3. Extend vocabulary 4. Prevent anxiety and depression 5. An antidote to too much screen time 6. Support cognitive function 7. Being outdoors naturally relieves stress 8. Resilience 9. Opportunities for hands-on, real-life learning 10. They allow practical skills to develop naturally	1, 2, 8

	11. Prevent childhood obesity 12. Help to improve writing 13. Supporting creativity 14. Adults benefit just as much as the children	
Art with Sally (Sharper Arts) Sally is a self-employed community artist. Sally comes into Nursery with many of her own recycled and upcycled materials and media, to allow the children to explore and express their own creativity. She responds to the children, following their lead and supporting them to follow their interests and develop their expressive arts and design. Sally supports risk taking and problem solving by taking the lead and her reflective practice- she is supporting the staff on their journeys of reflection.	Artistic activities also enhance memory retention, pattern recognition, and spatial reasoning, laying a foundation for future learning in subjects like maths and science. Engaging in artistic activities can help children regulate children's emotions. The calming nature of creating art allows them to focus their attention, reduce stress, and release pent-up emotions. This can lead to a sense of relaxation and emotional balance. Sally has her own business 'Sharper Arts', and her teaching background includes adult evening classes, many community projects and festivals but most of all working in children's centres, primary and secondary schools. She has a really keen interest in early education and is very much influenced by Reggio Emilia after a visit in 2004 and from practises of forest schools education in Scandinavia. Children benefit from problem solving, risk taking, challenge and open ended play.	1, 4, 8
Helicopter stories- A teaching opportunity to allow children to make up and perform their own stories. This is completely spontaneous and can happen during free-flow, or during group time. The main thing is that once a child tells their story, it has to be performed by a group of children on the same day.	Benefits for Children • Language Development: Enhances speaking, listening, and vocabulary skills. • Literacy Skills: Strengthens understanding of narrative structure and the link between spoken and written words. • Creativity and Imagination: Encourages children to explore ideas freely and express themselves through storytelling and acting. • Social and Emotional Growth: Builds confidence, empathy, and cooperative play, allowing even quiet or shy children to participate • Problem-Solving and Physical Expression: Acting out stories develops physical coordination and creative problem-solving as children embody characters and scenarios.	1,3, 7

Bucket time: Attention Autism strategies embedded in teaching. We deliver bucket time daily for our children with SEND. We also use bucket time as a teaching strategy for all children.	Children who consistently attend 'Bucket Time' make rapid progress in Attention and Listening Skills, as well as vastly improving their executive functioning skills and cognition. It is also a strategy which helps to develop vocabulary and children's love and enjoyment of stories.	

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

Gardening and cooking as areas of continuous provision to develop children's understanding of healthy eating and sustainability. This also supports our commitment to Learning outside the Classroom. This links to the biodiversity and Climate Education and Green skills pillars of our climate action plan.	"Good nutrition is essential during childhood, as it is a time of rapid growth, development and activity. This is also a vital time for healthy tooth development and prevention of decay. General eating habits and patterns are formed in the first few years of life. Poor nutrition during these years is associated with an increased risk of obesity, hypertension, diabetes and coronary heart disease. Childcare providers therefore have a key role to play in introducing children to a wide variety of foods and establishing a pattern of regular meals and healthy snacks." (Public Health Agency) Opportunities to plant, grow, harvest and cook fruit and vegetables at nursery support children's knowledge and understanding of healthy eating and sustainability, "Gardens are special spaces. They can improve our wellbeing in many ways, helping us feel calm or giving a sense of purpose." (Thrive)	1,3,5,7
Healthy Lunch, Healthy Snacks, Healthy Lifestyle Providing fruit and vegetable snacks every morning and afternoon for the children with the links to the Startwell characters. Group teaching sessions to introduce	In Birmingham, Startwell is an evidence-based NHS obesity prevention program aimed at children in their early years. It focuses on 8 key messages to help early years settings, parents, and health professionals create healthier environments for children and families. The Startwell programme's 8 key aims: 1. Suzy Startwell- To demonstrate good behaviour and be a good role model for children;	6,7

children to the characters and promote the messages. We also hold parent workshops.	2. 2 Snack Max- For children to snack just twice a day as part of a healthy eating lifestyle; 3. 180 Katie- For children to accomplish 3 hours of physical activity every day; 4. Mikey Me Size- To give children food portion sizes that are right for them; 5. Active Azra- For children to try to avoid sitting still for prolonged periods of time; 6. Fau 5 a day- For children to eat 5 portions of fruit and vegetables every day; 7. Sammy Skills- To encourage improvement in children’s movement and motor skills 8.Smiley Shen – To encourage children to take care of their teeth	
Outings and trips: -Library (all children) -Church (all children) -Gardeners World Live- NEC (small group) -Food Bank (select group) -Care Home (small group) -Sheldon Country Farm (all children) Although these trips were not exclusively for children receiving EYPP, we made sure that EYPP children were given priority to be invited at least one of the small group outings.	Growing up in poverty can harm children’s life chances, limiting their opportunities, holding them back in education, or leading to worse physical and mental health outcomes” (Barnado’s) “Trips and visits have a significant impact on children’s well-being. They provide opportunities for outdoor learning and play, which are known to support mental health and well-being. These experiences also foster social and emotional growth, bridging the gap between theory and practice and developing new skills.” (Learning Through Landscapes) Giving children the experiences of social and community connections supports learning on all levels and contributes to a strong sense of self, improving well-being.	1, 2, 3, 4, 5

Impact Data from 2025-2026

Data: GGNS Nursery

	All- chn 71				EYPP-22 chn (31%)				Non-EYPP-50 (69%)			
	On track BL	On track aut	On track spr	Met sum	On track BL	On track aut	On track spr	Met sum	On track BL	On track aut	On track spr	Met sum
C&L	39%	43%	49%	51%	29%	32%	50%	55%	42%	47%	48%	49%
PSED	32%	44%	65%	66%	43%	47%	68%	68%	30%	43%	64%	65%
PD	58%	58%	65%	65%	50%	53%	68%	68%	60%	60%	64%	63%
Lit		43%	49%	52%		32%	55%	55%		47%	46%	51%
Math		47%	53%	61%		53%	64%	59%		45%	48%	61%
UtW		53%	56%	62%		58%	64%	73%		51%	52%	57%
EAD	60%	71%	79%		53%	77%	86%		62%	68%	76%	

Despite 50% (11) of our EYPP children having additional challenges that come with SEND, and 2 children having additional medical conditions, our EYPP group have made the most progress in Communication and Language (29%-55% on track) and Literacy (32%- 55%).

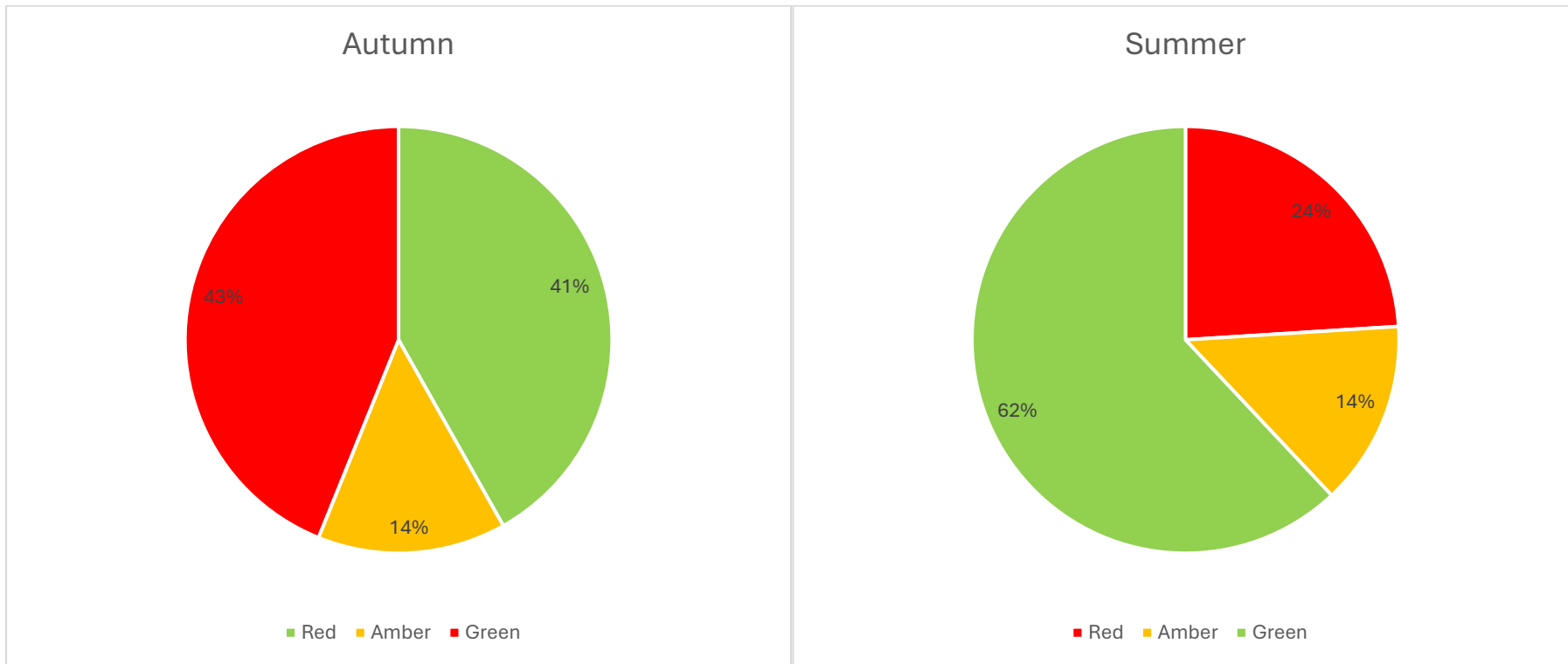
They are doing better than our cohort as a whole.

Our EYPP group have made accelerated progress in Understanding the World and Expressive arts and Design.

More EYPP children are on track than their peers in all areas of the EYFS (apart from maths, only 2% difference).

This means that our most disadvantaged children have narrowed the gap, with particular success in CL, PSED, Literacy and EAD.

Wellcomm data: EYPP children 2025-2026



Many of our EYPP children moved out of Red into Amber or Green.

This shows the impact of strategies designed to support Communication and Language accelerated progress.