# Pupil premium strategy statement – Little Explorers GooseGreen

This statement details our nursery’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## Nursery overview

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| Detail | Data |
| Number of pupils in Nursery | 38 |
| Number of pupil premium eligible children | 8 |
| Academic term that our current pupil premium strategy plan covers – Spring 2025 | Spring 2025 |
| Date this statement was published | 06/02/2025 |
| Date on which it will be reviewed | Summer Term 2025 |
| Statement authorised by | Rachel McHugh |
| Pupil premium lead | Rachel McHugh |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic Term | £897.60 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Little Explorers Goose Green, we are committed to ensuring every child has the best start in their educational journey. We use our Pupil Premium funding to focus on key areas of development, particularly **Communication and Language** as well as **Personal, Social, and Emotional Development**.

Our goal is to support all children, especially those who may face additional challenges, to become confident and independent learners. Here's how we invest this funding:

* **Enhanced Communication and Language Support**:  
  We provide tailored interventions, resources, and activities to help children develop strong communication skills. This includes small group sessions, storytelling, singing, and language-rich environments to build vocabulary and confidence in expressing themselves.
* **Personal, Social, and Emotional Development including healthy choices and oral health**  
  We foster resilience, confidence, and independence by focusing on nurturing relationships and social skills.   
  This includes activities that promote teamwork, self-regulation, and emotional literacy to help children thrive both now and in the future and have a healthier start in life, physically and emotionally.
* **Targeted Resources and Training**:  
  Our staff receive specialist training to deliver high-quality support in these areas. We also invest in materials and experiences that enhance learning opportunities for all children.

By prioritizing these areas, we ensure every child at Little Explorers Goose Green has the foundation they need to reach their full potential.

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Communication and language development that is delayed. |
| 2 | Access to rich learning opportunities that support cultural capital and a sense of community. |
| 3 | Understanding of healthy lifestyles and opportunities – foods, oral heath |

## 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.

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| Intended outcome | Success criteria |
| 1. Children will confidently communicate with familiar adults and peers. | * High quality interactions will be observed * Children will effectively express their needs and wishes to those around them. * Children will use a wide range of vocabulary within play situations. * Children will receive appropriate targeted support from adults within the environment and through small groups. |
| 1. Children will develop a wider understanding of their local area and community. | * Children will regularly access visits outside of nursery. * Children will talk positively about their local community, demonstrating knowledge and understanding, naming and recognising features. |
| 1. Promoting healthy lifestyles and opportunities – foods, oral heath | * Staff will regularly update parents regarding healthy lunches/ importance of oral health and encourage children and give them the tools and understanding to make healthy choices of snacks and exercise to promote wellbeing and self awareness. |

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £600

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Training for staff and associated resources | The importance of communication and literacy in early childhood is crucial to the child’s future academic success.  Communication is essential to developing a strong sense of well-being and citizenship. Children who also have developed strong reading skills perform better in school and have a healthier self-image. They become lifelong learners and sought-after employees. | 1 |

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

Budgeted cost: £297.60

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Funds will be used to support and maintain our home activity pack library, and our ‘borrow a book’ resource. This will include the cost of resources and the associated staffing costs | The quality and range of experiences offered to children at home, alongside adults who are motivated and interested, supports exploration, consolidation and skill and concept development. Carefully selected activities, books, poems and rhymes support both literacy and language development. The positive effect of supporting carers in understanding how children learn, how this learning can be supported and the positive impact of their contribution, is well documented. Partnership between home and the setting enables families to feel valued and involved, ideas to be shared and a supportive environment for learning to be created across the home and nursery environment. | 1,2 |
| Funds will be used to have appropriate materials to support health and wellbeing – such as reading resources, toothbrushes/paste ,oral heath training fresh fruit and vegetables, steps to promote independent hygiene routines. | There is strong **scientific evidence** supporting **healthy eating and toothbrushing** in early childhood for overall well-being and long-term health. Below are key studies and guidelines that emphasize their importance:   Healthy Eating in Early Years Supports Brain Development: The First 1,000 Days Report (UNICEF, 2019) highlights that nutrition in early years is critical for brain growth and cognitive development. Deficiencies in essential nutrients (e.g., iron, zinc, omega-3s) can lead to long-term cognitive impairments. Prevents Childhood Obesity & Chronic Diseases: The CDC (Centers for Disease Control and Prevention) reports that poor nutrition in early years increases the risk of obesity, diabetes, and heart disease later in life.  A study in *The New England Journal of Medicine (2016)* found that early dietary habits track into adulthood, meaning that teaching healthy choices early reduces lifelong disease risks.  Strengthens the Immune System: The World Health Organization (WHO) emphasizes that a balanced diet with fruits, vegetables, and whole grains boosts children's immune systems, reducing common infections. Toothbrushing & Oral Health in Early Childhood Prevents Tooth Decay (Early Childhood Caries - ECC): The American Dental Association (ADA) states that brushing with fluoride toothpaste reduces cavities by 24-50% in young children. A study in *Paediatrics (2014)* found that ECC is the most common chronic disease in early childhood, but daily brushing reduces risk significantly.  Links Between Oral Health & Overall Health:  The Mayo Clinic (2020) found strong links between poor oral health and heart disease, diabetes, and respiratory infections. Early oral hygiene prevents harmful bacteria from spreading. | 3 |

**Total budgeted cost: £897.60**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

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| Programme | Provider |
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