Pupil premium strategy statement – Rowley View Nursery School

Rowley View Nursery School is a well-established, popular Nursery in the heart of Darlaston. Our children can face a number of barriers to learning. Barriers we work hard to overcome. This statement outlines our use of pupil premium funding in order to help improve the attainment levels of our most disadvantaged children. It also outlines the effect of last years' funding.

This statement details our school's use of pupil premium (and recovery 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.

School overview

Detail	Data
Number of pupils in school	91
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2023-24 2024-25
Date this statement was published	January 2026
Date on which it will be reviewed	January 2027
Statement authorised by	Armela Patel
Pupil premium lead	Nursey Teacher
Governor / Trustee lead	Gill Rowley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,500 autumn term Spring term Summer term
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£0
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£10,500

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. 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. We are committed to ensuring that all pupils, including vulnerable pupils, receive their right to a relevant, inspirational and well-balanced curriculum Our aim is also to provide all of our children with the best possible outcomes; to inspire a life-long love of learning and to develop them as independent thinkers. We endeavour to raise aspirations and expectations for all children, including those entitled to EYPP, by working in close partnership with parents and carers, outside agencies. We will consider the challenges faced by vulnerable pupils. High-quality first 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. Our approach will be responsive to each child's unique needs. Forest School has proved over many years to be an initiative that targets many of the challenges our children face and helps them develop the attitudes, knowledge and skills they need to succeed. 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	*Communication and language low for high number of pp children with poor oral language skills 76% of EYPP children are below or well below age related expectations for communication and language*
2	Limited experiences for the children/low aspirations
3	Poor diet/Health routines
4	High levels of deprivation in the area/welfare issues

5	Low Personal and social development upon arrival

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 oral language skills	To make progress towards being on track through accurate assessment using Wellcomm screening and through additional interventions including Early talk boost, listening Lola and Tommy Tongue. To visit the local library and to purchase books for '1000 stories initiative'.
To raise children's experience of the world around them	To subsidise the cost of visitors within school such as 'Animal Man' and music workshops for children. To allow all the children to access wider experiences and increase their cultural capital.
Improved healthy choices for children	To support parents in making healthier choices for their families through parent workshops. School participating in 'Food for life' initiative encouraging healthy eating, oral hygiene and healthy choices. Weekly healthy food cooking activities and a healthy snack bar and planting and growing food. Children to become increasingly aware of where their food comes from.
To build resilience and ensure families feel supported	Families are supported with breakfast club/lunchtimes if required. Additional sessions are provided to support families who require it. Parent workshops are available to help support parents. Better outcomes for parents are linked closely to better outcomes for the children

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: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff to be trained to implement smile programme and resources	Smile supports children with self-talk and positivity, manners, individual assertiveness, language of cooperation and expressing emotions of self and others	1,4,5
Staff member to work with eligible children with specialised support program 'Early Talk Boost'	Early talk boost developed by ICAN is a evidenced based programme delivered to small groups x3 weekly to targeted children.	1,5
WellComm Screening and intervention	An evidence based intervention tool that supports teachers knowledge of language development and targeted support.	1
Nurture groups delivered to small groups by staff member	A short term focused intervention that helps remove barriers to learning around attachment, social, behaviour emotional and wellbeing. Research has shown clear evidence that nurture groups do have consistent and significant effect on outcomes for children.	1, 4
Brilliant Brushers	Daily tooth brushing activity to improve oral health	3,4

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellcomm screening *Early Talk Boost Interventions*	Wellcomm is a language screening toolkit which assesses children identifying gaps in language development. Early talk boost helps develop children's language skills and vocabulary. Helps children become effective communicators helping reduce frustration and negative behaviour.	1,4

Number Sense	Number Sense conducted a pilot with a number of schools including Rowley View. The outcomes were excellent. The use of the language of maths increased as did the children's confidence and ability in the subject	1,4

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Visitors/experiences within the school setting such as 'Living Eggs', 'Butterfly Lore' 'Animal man' Library visits.	Increased cultural capital to broaden children's experiences, knowledge and skills	1,2,3,4,5
Forest School	Children will increase their knowledge of the world through forest school activities building resilience and their ability to encounter risk and challenge.	1,2,4, 5
Gardening Club	Increase awareness of how things grow and where food comes from. RHS has published evidence supporting gardening with children. It builds confidence, resilience, team building and improved mental health, improving focus and promotes healthy lifestyles. It also helps language acquisition.	1,2, 3, 4

Total budgeted cost:

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The data shows a closing of the gap between the EYPP children and the Non EYPP children in all areas of learning. *In CLD 59% EYPP children on track, 49%non EYPP children on track* *In PD 55% EYPP children on track, 71% non EYPP children on track* *In PSED 45% EYPP children on track, 71% non EYPP children on track*

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)