

Pupil Premium Strategy Statement- Ganneys Meadow School

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of Early Years Pupil Premium had within our school.

The Pupil Premium Funding received for our F2 children is built into their overall funding and is used to support the high child: adult ratios.

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

https://assets.publishing.service.gov.uk/media/68e661e3dadf7616351e4f5b/Using_pupil_premium_guidance.pdf

School overview

Detail	Data
School name	Ganneys Meadow Nursery School
Number of pupils in school	F1-F2
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers.	2025-2026
As the children are with us for a short time (1 or 2 years) we review our strategy annually to ensure that it remains current and relevant.	
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Kathryn Kennedy, Headteacher
Pupil premium lead	Kathryn Kennedy
Governor Lead	Janet Devine

Funding overview

Detail
Pupil premium funding allocation Some of our children are eligible for Early Years Pupil Premium funding and some meet the criteria for Pupil premium funding (children in F2 in our Resource Provision)
Pupil Numbers Attendance Information
EYPP children: 63 (58% of nursery children, 36% of whole school) PP eligible children: 30 (58% of F2 children 19% of whole school) We currently have 160 children on role across the whole school and 108 of those are nursery children.
Attendance:
Attendance (01/09/25 - 09/12/25) EYPP: 89% No EYPP: 85% PP: 91% No PP: 93% Attendance data does not highlight any discrepancies between groups.

Statement of intent

Our intention continues to be that all Ganneys Meadow School pupils, irrespective of their background or the challenges they face, make at least good progress and achieve high attainment across all areas of learning. The focus of our pupil premium strategy is to scaffold and support those entitled to achieve their individual targets from their unique starting points. We recognise that every child's starting point and journey is unique.

We continue to consider the challenges faced by vulnerable pupils. The activity we have outlined in this statement is also intended to continue to support their needs, regardless of whether they are in receipt of additional funding or not.

Our staff team have been involved in identifying potential barriers that children and families may face. High-quality teaching and our inclusive early years provision, continues to be at the heart of our approach, with a focus on areas in which children in receipt of pupil premium funding require the most support. This is proven to have the greatest impact on closing any attainment gaps and simultaneously benefiting all children. Implicit in the intended outcomes detailed below, is the intention our focus is on supporting all children to achieve their potential and develop the skills and resilience to navigate and pave their learning journey, always working in close partnership with the child's family.

Our approach continues to be responsive to the children's individual needs, rooted in robust ongoing assessments and the staff's thorough knowledge of their key children. Our accurate assessments are made by the highly experienced staff team who know their children, and their families, very well. They use this knowledge alongside the observations that they make on a daily basis.

To ensure they are effective, we will:

- Ensure children are continued to be supported and challenged
- Support our families through the school and Family Hub to meet their educational and wider needs
- Continue to act early to intervene at the point need is identified. This is then monitored and regularly reviewed
- Continue to promote, support, encourage and challenge good attendance.
- Continue with our whole school approach, in which the EYPP lead, class teachers and key workers take responsibility for children in receipt of pupil premium funding outcomes and maintain high expectations of what all children can achieve

Challenges

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

Challenge number	Detail of challenge
1	Any school readiness gap that exists may prevent children from being ready for their next phase of education.
2	Where children live in households where families have unmet needs, this can impact on their ability to maximise their learning opportunities
3	Our whole school attendance is less than 90% and we want to raise awareness for parents and families of the importance of good attendance so that they develop the necessary routines that will allow them to access their education in nursery and beyond
4	Public transport links from the local area can be restrictive and when families are reliant upon this

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
To work in partnership with community partners to effectively collaborate and intervene to bridge the "school readiness gap," ensuring that all children entering the next stage of their education possess the foundational self-help, social-emotional, language, and self-regulation skills necessary to fully access and benefit from the school curriculum.	<p>Any school readiness gap that is identified is reduced through parents and families having access to support and services from the school and wider services.</p> <p>Children's progress in communication and language, PSED and the curriculum is not impacted by lack of access to relevant support.</p> <p>This is evidenced through pupil progress meeting data.</p>
To holistically transform the lived experiences and developmental trajectories of early years children (ages 0-5) in receipt of pupil premium, ensuring they achieve equitable developmental milestones and are prepared for successful primary school entry, despite systemic barriers such as poverty and housing, poor mental health, unmet health needs and create opportunities to establish predictable and supportive routines.	<p>Families are supported through having direct access, or are signposted, to services which can support with issues that may impact on their day to day lives and become barriers to learning.</p> <p>This is evidenced through school records showing support for families, parent surveys and feedback.</p>
To proactively identify, reduce, and eliminate the systemic and family-level barriers that contribute to non-attendance and persistent absence in early years education (e.g., nursery, pre-school, reception classes), thereby ensuring children establish consistent attendance habits and maximise the benefits of early learning for their long-term educational success and well-being.	<p>Attendance will improve and more children will be attending more than 97% of the time.</p> <p>This is evidenced through pupil progress and attendance data.</p>
To build links and signpost to sustainable community partnerships that equitably overcome barriers, particularly the lack of accessible transport, to ensure all early years children in disadvantaged areas gain consistent, rich, and varied first-hand experiential learning that is crucial for building foundational knowledge, language development, and a broad understanding of the world beyond their immediate neighbourhood	<p>Children are provided with a variety of rich learning experiences to enhance the curriculum.</p> <p>This is evidenced through tapestry posts</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 (for example, CPD, recruitment and retention)

Budgeted cost:

Activity	Evidence and activities that supports this approach	Challenge number(s) addressed
Forest School	Outdoor learning and engagements levels of the children in this space can maximise learning opportunities	1,2,3,4

EYPP staff meetings	Staff teams have the time to identify specific barriers for their children and discuss their progress, interests and any next steps and additions that they would benefit from.	1,2,3,4
Whole staff CPD session on early help through Early Childhood Service	Staff CPD to understand the wider offer from ECS and the range of support that families can access.	2
Parenting programs and workshops	Support parents and families in understanding the importance of school and early education	2,3
Lower staff to child ratios to enable more targeted support and day to day intervention	Within Resource provision model- teacher is not included in ratio to provide bucket therapy and intensive interaction session to develop foundational PSHE and communication and language skills Lower adult ratios in classes so the children have adults to play alongside modelling early play and social skills	1,2,3
SEND Specialist Teacher	Our SST delivers whole staff training sessions and works alongside the staff team to support children to develop their communication, PSED and physical skills. She also works with them to deliver TACPAC and support children with retained reflexes which may impact on their ability to learn. The SST meets with parents who may need support or advice at home with sleep, routines, understanding behaviours and other developmental stages.	1,2,3

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

Budgeted cost:

Activity	Evidence and activities that supports this approach	Challenge number(s) addressed
Wellcomm assessments and support	Children are assessed as a baseline and then termly. Progress is discussed at termly pupil progress meetings. Activities are delivered in class and shared with families to support progress.	1,2,3
Private Speech Therapy	Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. We buy into this service to ensure children are seen as soon as possible by our SALT to enable us to identify their needs and put appropriate plans in place without delay to support them. Early Years Toolkit: Communication and Language Approaches	1,2,3
Book packs	Book Trust Bookstart packs linked to our core text Families have access to the book and activity pack library that they can change as often as they wish to	1,2,3,4
Take home bear	In some classes, children can take home a bear and spend the evening with him. Parents are encouraged to add photos of the evening to tapestry and the staff then share these with a group or the class of children to encourage them to talk and develop their confidence. This also helps with links between home and school	2,3,4

Support parents to complete transport application forms	This means they then get transport for their child to and from school in F2 if they are eligible.	2,3,4
Accessing all available funding and entitlements	<p>Working with Portage team for early identification</p> <p>Supporting families to apply for DLA where there is a need</p> <p>Annual applications for DAF funding</p> <p>Ensuring parents and families know their funding entitlement- 2 year visits from School Readiness Worker</p> <p>Use social media to alert parents in the community to their funding options and when it's time to renew codes.</p> <p>Offering flexible sessions to meet family's needs; including drop off times and days/ pm/am session</p>	1,2,3,4

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

Budgeted cost:

Activity	Evidence and activities that supports this approach	Challenge number(s) addressed
Whole staff training HB forest school and modelling	Outdoor learning and engagements levels of the children in this space can maximise learning opportunities	1,2,3,4
Enrichment class planning Providing wider experiences for our children. E.G. Family Forest School events	<p>Staff plan enrichment activities and opportunities for parents and families to come into school and share learning based on their knowledge of their class</p> <p>Along with other measures, ensuring that educational experiences of the youngest children are of the highest quality provides opportunities to reverse this long-term cycle of deprivation for our disadvantaged children.</p> <p><u>OFSTED: Unknown children – destined for disadvantage?</u></p>	2,3,4
Home visits	<p>Checking in with families to work together to reduce absence and promote good attendance</p> <p>Joint visits with school readiness worker/ family worker to offer support and signpost to other services</p> <p>Home visits offered for all new starters in school to develop positive relationships in the comfort of the family home ahead of the child's start date</p>	2,3
Partnership working with the Family Hub staff and ensuring families access their funding entitlement	<p>Health Visitor clinics twice a week</p> <p>Midwife clinics twice a week</p> <p>Integrated hubs offering support and advice services</p> <p>Henry programme- healthy eating</p> <p>Parenting session on supporting children with sensory differences in partnership with Positivitree</p> <p>Citizens advice clinic every fortnight- appointments and drop in sessions</p> <p>Support in applying for funding with our School Readiness Worker</p>	1,2,3,4

	<p>Flu nasal spray, hearing and vision checks, and 2 year Health Visitor Checks carried out onsite.</p> <p>Two dates booked in for the Dental Bus to visit school, offering appointments for those who do not have a dentist</p> <p>Supervised tooth brushing programme- staff have received training to implement as appropriate in their classes.</p> <p>Ensuring parents and families know their funding entitlement- 2 year visits from School Readiness Worker</p> <p>Use social media to alert parents in the community to their funding options and when it's time to renew codes.</p> <p>Offering flexible sessions to meet family's needs; including drop off times and days/ pm/am sessions</p>	
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Part B: Review of outcomes in the academic year 2025-2026.

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

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