

# 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	Shenley Fields Daycare and Nursery School
Number of pupils in school	57
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2025-2026, 2026-2027 and 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	David Aldworth
Pupil premium lead	Louise Shepherd
Governor / Trustee lead	Prof Chris Pascal

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,396.84
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	
<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.	N/A

## Part A: Pupil premium strategy plan

### Statement of intent

“Children who attend high quality early education and childcare between ages two and four on average perform better at every stage of school, with children from low-income families benefitting the most.” (Giving every child the best start in life, DfE)

Our intention at Shenley Fields is that all children, irrespective of their background and the challenges they face, thrive, 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 early years' pupil premium strategy is to support disadvantaged pupils to achieve these goals. We aim to close gaps in children's understanding, knowledge and skills so that they 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.

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

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 Shenley Fields. 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 individual needs. Our delivery of the curriculum is shaped by children's interests. Our pedagogy is responsive to children's individual needs, interests and prior experiences.

We get to know the children attending Shenley Fields 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 their communication and language skills and development compared to their peers.
2	Many of our children do not have access to a garden at home. 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 who are already living in an area of high deprivation

6	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.
7	<p>Oral Health:</p> <p>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.</p> <ul style="list-style-type: none"> <li>• Birmingham (29%)</li> <li>• West Midlands Region (23%)</li> <li>• England (23%)</li> </ul>

## 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 communication and language skills.	<p>Children to have closed the gap in their Wellcomm score by at least one band by the end of their nursery year.</p> <p>Children learn and use new vocabulary linked to their nursery experiences, core books and rhymes.</p>
Improved gross motor skills and a robust knowledge and understanding of some key features of the natural world.	<p>Twice weekly sessions delivered by sports coaches from Fit4Sport plus specific planning for the development of loco-motor skills, stability skills and manipulative skills (hands and feet) enhance and develop children's gross motor skills.</p> <p>Access to outdoor continuous provision has a positive impact on children's gross motor skills.</p> <p>Children are on track in physical development when they leave Shenley Fields.</p> <p>Children can understand and talk with confidence about growth and decay, life cycles and seasonality.</p>

Improved early reading skills	Assessment and observation indicate significantly improved early reading skills. Children are on track in reading when they leave Shenley Fields.
High levels of self-esteem, resilience, confidence and engagement as well-being is nurtured.	Children engage in all areas of continuous provision with enthusiasm. Children develop good relationships with adults which encourages and motivates them to engage in all areas of continuous provision with enthusiasm and curiosity. Children develop good social skills and respond appropriately to routines and boundaries. Children develop strong friendships with other children. Children are on track in PSED when they leave Shenley Fields
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.	Children engage well with and enjoy meal and snack times. Children develop a good understanding of healthy food choices and eating habits that will stay with them for life.
Improved early maths skills.	Assessment and observation indicate significantly improved knowledge, understanding and application of early maths skills. Children are on track in mathematics when they leave Shenley Fields
Improved oral health and oral health awareness.	Children engage well with oral health routines at nursery. Children will develop a robust understanding of why they need to brush their teeth and how to keep their teeth and gums healthy. 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.

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Myhappymind training</p> <p>This was for all staff in preparation for the roll out of Myhappymind. Staff will have a good understanding of the programme and the impact on children's resilience, well-being and mental health.(see wider strategies section)</p>	<p>“Promoting children and young people’s well-being is a key part of keeping them safe, helping them develop and ensuring they have positive outcomes into adulthood.” (Public Health England, 2021).</p>	4
Lego Therapy	<p>LEGO therapy is an engaging and effective method for supporting social, emotional, and cognitive development in young children, particularly those with autism or social communication difficulties.</p> <p>“Lego-Based Therapy is a structured, play-based intervention that uses Lego building to strengthen social communication, focusing on pro-social skills such as turn-taking, listening, joint attention, and collaborative problem-solving...making it suitable for all children and aligned with neurodivergent- affirming and trauma informed practice.” (Child Therapy Service)</p>	1,4,6

Startwell food and meal times	“Good nutrition is essential during childhood, as it is a time of rapid growth, development and activity.” (Public Health Agency)	5
Startwell oral health	“Over a quarter of children in Birmingham have dental decay.” (Startwell)	7

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Using Wellcomm with all children to assess and develop language and communication skills.</p> <p>This will be achieved through:</p> <p>Adult led small group sessions.</p> <p>Our Wellcomm lead for Shenley Fields to train staff to deliver the key</p>	<p>One of the key aims of the EYFS reform (September 2021) is to strengthen the language and vocabulary development of children, particularly those from disadvantaged backgrounds, in a bid to close the attainment gap</p> <p>“Having a large vocabulary helps children learn more. Words allow them to make sense of the world around them.</p> <p>Communication and language is an EYFS prime area which means that it's one of the important building blocks for all the other areas. If it's not developed early it's difficult to achieve later.</p>	1

elements of Wellcomm through all areas of continuous provision	<p>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.</p> <p>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.</p> <p>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)</p> <p><b>Why Wellcomm?</b></p> <p>"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.</p> <p>Requiring no specialist expertise, they quickly identify areas of concern in language, communication and interaction development in order to ensure early targeted intervention.</p> <p>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)</p>	
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Shenley Fields Daycare and Nursery School 2025-2026

<p>Twice weekly sessions delivered by a sports coach from Fit 4 Sport to develop children's gross motor skills.</p> <p>This also supports our commitment to Learning outside the Classroom</p>	<p>"Fit 4 Sport are a unique Specialist PE and Fitness provider, working with children of all ages and abilities. "We use sport and physical activity to inspire children to be aware of the impact and benefits of playing sports and living a healthy lifestyle."</p> <p>"At Fit 4 Sport, all our services provided follow our 3 core values, the <i>3 b's</i>:</p> <p style="text-align: center;">BE SMART, BE STRONG, BE HEALTHY</p>	<p>2</p>
<p>Adult led small group sessions and focused planning and support in all areas of continuous provision to develop children's early reading skills.</p> <p>We will continue to provide all children with their own book bag and promote the use of the home/school library to further involve parents in their children's learning.</p> <p>We will offer parent workshops to support and enhance home learning opportunities.</p> <p>We will secure an additional teacher for one day a week to focus on</p>	<p>"Over the last two decades, there has been a deepening recognition of the fundamental importance of improving reading standards on a child's future academic achievement, wellbeing and success in life. The reading and writing of Standard English, alongside proficient language development, is the key to unlocking the rest of the academic curriculum. Pupils who struggle to read struggle in all subjects and the wonders of a knowledge-rich curriculum passes them by unread. Fluency of reading is also a key indicator for future success in further education, higher education and employment." (Rt Hon Nick Gibb MP, Minister of State for School Standards. The Reading Framework January 2022)</p> <p>Research evidence suggests that certain strategies, particularly those involving targeted small group interaction may have particularly positive effects on children from disadvantaged backgrounds.</p>	<p>3</p>

<p>developing early reading skills with the children linked to our curriculum and pedagogy long term plan.</p>		
<p>Adult led small group sessions.</p> <p>Focused planning and support in all areas of continuous provision to develop children's early maths skills.</p> <p>We will offer parent workshops to support and enhance home learning opportunities.</p>	<p>'Mathematics plays a key role in a child's development. Very young children are naturally curious, noticing differences in quantity and the shape of objects, and using early mathematical concepts when they play. Mathematical understanding helps children make sense of the world around them, interpret situations, and solve problems in everyday life, whether that's understanding time, sharing amounts with their peers, or counting in play.</p> <p>Developing a sound understanding of mathematics when we are young is essential. Children's early mathematical understanding is strongly associated with their later school achievement. It has, therefore, a major impact on young people's educational progress and life outcomes' (Francis, B 2020)</p> <p>Research evidence suggests that certain strategies, particularly those involving targeted small group interaction may have particularly positive effects on children from disadvantaged backgrounds.</p>	<p>6</p>
<p>We will secure an additional teacher for one day a week to focus on developing early maths skills with the children linked to our curriculum and pedagogy long term plan.</p>		

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
	<ul style="list-style-type: none"> <li>Promoting children and young people's wellbeing is a key part of keeping them safe, helping them develop and ensuring they have positive outcomes into adulthood (Public Health England, 2021).</li> <li>"Mental health plays a key role in a child's overall wellbeing and can be affected by various factors, including: <ul style="list-style-type: none"> <li>abuse and neglect</li> <li>family circumstances</li> <li>environment</li> <li>stress</li> <li>loneliness or social isolation.</li> </ul> </li> <li>Negative experiences can adversely affect a child's mental health, just as positive experiences can help improve it." (NSPCC)</li> </ul> <p>We have been looking for some time for something to support and promote the well-being and positive mental health of the children. After much research, we have subscribed to myHappymind.</p> <p>myHappymind is a programme that teaches children how to build their resilience, self-esteem and happiness through science-backed lessons, resources and activities. There are 5 modules which are delivered to children over the course of an academic year:</p>	4

	<ul style="list-style-type: none"> <li>• <b>Meet Your Brain:</b> Understanding how your brain works and how to ensure we look after it so that we can manage our emotions and be at our best. Growth mindset is a key part of this too.</li> <li>• <b>Celebrate:</b> Understanding your unique character strengths and learning to celebrate them. This is a fantastic module for building self-esteem.</li> <li>• <b>Appreciate:</b> Understanding why gratitude matters and how you can develop gratitude as a habit. Gratitude is key to wellbeing and resilience and we're all about making it a habit!</li> <li>• <b>Relate:</b> Understanding why positive relationships matter and how to build them. We're focussed on the building blocks of good relationships and friendships.</li> <li>• <b>Engage:</b> Understanding how to set meaningful goals that matter and how to keep resilient in times of challenge. This module is all about building self-esteem and resilience too.</li> </ul> <p>There is also a focus on staff well-being within the programme.</p>	
<p>Gardening and cooking as areas of continuous provision to develop children's understanding of healthy eating and sustainability.</p> <p>This also supports our commitment to Learning outside the Classroom.</p> <p>This links to the biodiversity and Climate Education and Green skills pillars of our climate action plan.</p> <p>This is an element of our Eco Schools work.</p>	<p>“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)</p> <p>Opportunities to plant, grow, harvest and cook fruit and vegetables at nursery support children's knowledge and understanding of healthy eating and sustainability,</p> <p>“Gardens are special spaces. They can improve our wellbeing in many ways, helping us feel calm or giving a sense of purpose.” (Thrive)</p>	<p>2,4,5,7</p>

Providing fruit and vegetable snacks every morning and afternoon.	<p>Startwell is an obesity prevention programme targeting early years in certain Birmingham wards. The programme is based around 7 key messages to help Early Years settings, parents and health professionals create a healthier environment for our children and families.</p> <p>The Startwell programme's 7 key aims:</p> <ol style="list-style-type: none"><li>1. To demonstrate good behaviour and be a good role model for children;</li><li>2. For children to snack just twice a day as part of a healthy eating lifestyle;</li><li>3. For children to accomplish 3 hours of physical activity every day;</li><li>4. To give children food portion sizes that are right for them;</li><li>5. For children to try to avoid sitting still for prolonged periods of time;</li><li>6. For children to eat 5 portions of fruit and vegetables every day;</li><li>7. To encourage improvement in children's movement and motor skills</li></ol>	2,5,7
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<p>Family trips throughout the year to Ley Hill Park to experience a Forest School Session. All children who attend will receive a copy of A Walk in the Woods which is produced by the Woodland Trust and follows the journey of two children as they explore the woods during each of the four seasons.</p> <p>This also supports our commitment to Learning outside the Classroom.</p> <p>This links to the biodiversity and Climate Education and Green skills pillars of our climate action plan.</p> <p>This is an element of our Eco Schools work.</p>	<p>Evidence as detailed for early reading.</p> <p>The impact on mental health of being outdoors:</p> <p>“Spending time in green space or bringing nature into your everyday life can benefit both your mental and physical wellbeing. For example, doing things like growing food or flowers, exercising outdoors or being around animals can have lots of positive effects. It can:</p> <ul style="list-style-type: none"> <li>• improve your mood</li> <li>• reduce feelings of stress or anger</li> <li>• help you take time out and feel more relaxed</li> <li>• improve your physical health</li> <li>• improve your confidence and self-esteem</li> <li>• help you be more active</li> <li>• help you meet and get to know new people</li> <li>• connect you to your local community</li> <li>• reduce loneliness</li> <li>• help you feel more connected to nature</li> <li>• provide peer support.” (MIND)</li> </ul> <p>These trips are free for families. In a cost of living crisis, these trips highlight the possibilities for families to enjoy lovely days out together at no cost.</p> <p>“As the cost-of-living crisis gets worse and more frightening by the day, more children are at risk of being pulled into poverty, or into deeper poverty. <b>More than 1 in 4 of all children in the UK now live in poverty</b>, with millions facing the risk of going hungry. Living in poverty can mean a child is living in a cold home, going hungry, or without everyday essentials. Children in the most vulnerable and precarious circumstances will be among those most exposed to the cost-of-living crisis. Families with nothing left to cut back on are no longer having to choose between heating or eating – instead they’re unable to afford either.</p>	<p>1,2,3,4,5</p>
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<p>We are planning trips further afield to broaden and enhance children's life experiences and opportunities. Children will receive a book linked to the theme of each visit.</p> <p>This also supports our commitment to Learning outside the Classroom.</p>	<p>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)</p> <p>"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. Outdoor activities can improve resilience, self-confidence and the ability to relate to peers, contributing to a sense of belonging. Team building activities at outdoor centres and collaborative projects at zoos encourage communication, problem solving and trust, strengthening the bonds among peers and teachers. These experiences also foster social and emotional growth, bridging the gap between theory and practice and developing new skills." (Learning Through Landscapes)</p> <p>These trips are free for families eligible for EYPP.</p> <p>Evidence as detailed for early reading</p>	<p>1,2,3,4,5</p>
<p>Introduce and embed tooth brushing at nursery and encourage good oral health routines at home. All children will have a toothbrush for nursery but will also have one to take home in a Shenley Fields bag with a tube of children's toothpaste, an oral health information sheet for families, a 2-minute sand timer (recommended brushing</p>	<p>"The evidence tells us that brushing each day at school over a two - year period is effective for preventing tooth decay and can establish life-long behaviour to promote oral health. It is also important that school based toothbrushing activity should promote and support toothbrushing in the home as well as the school or early years setting." (NHS)</p> <p>Over a quarter of children in Birmingham have dental decay and the breakdown of prevalence by area is as follows:</p> <ul style="list-style-type: none"> <li>• West 30%</li> <li>• East 34%</li> <li>• North 22%</li> <li>• <b>South 21%</b></li> <li>• Central 18%</li> </ul>	<p>7</p>

<p>time) and a link for parents to find their local NHS dentist.</p>	<p>(Startwell data)</p> <p>The Oral Health Foundation run National Smile Month which promotes four key messages for better oral health:</p> <ol style="list-style-type: none"> <li>1. Brush teeth for two minutes, last thing at night and one other time during the day, with a fluoride toothpaste.</li> <li>2. Clean between your teeth with interdental brushes or floss and use mouthwash every day.</li> <li>3. Cut down how much and how often you have sugary food and drinks.</li> <li>4. Visit a dentist regularly.</li> </ol> <p>“Poor oral health has wider impact at school and for families if a child misses school or when a parent has to take time off work if their child needs dental treatment. Oral health is an integral part of overall health. When children are not healthy, this affects their ability to learn, thrive and develop. Good oral health can contribute to “school readiness”. To benefit fully from education, children need to enter school ready to learn, to be healthy and prepared emotionally, behaviourally and socially. School readiness ensures that all children are able to participate fully in all school activities in order to be successful at school. Oral health is therefore an important aspect of overall health status and critical to children’s school readiness.” (Public Health England)</p>	
<p>Visits and workshops from music professionals to broaden and enhance the music curriculum ordinarily available to the children.</p>	<p>“Music threads through all areas of learning and development. Music can be a way of exploring, communicating and responding to experience. Making music with others can be a social experience whether this be parent-baby/carer-baby exchanging coos, or two or more children making music with pots, pans or traditional instruments. This interaction with others, whether this be with one other person or a group, is personal to each individual and is often an expression of feelings. All vocal communication is comprised of musical elements such as pitch, rhythm and timbre, demonstrating that musicality is an intrinsic part of being human. Music should be seen as a core component of children’s learning and should be shared with young children to ensure they have broad, balanced and rounded experiences in early childhood and beyond.” (Musical Development Matters)</p>	<p>1,2,3,4,6</p>

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This also supports our commitment to Learning outside the Classroom.		
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Area of learning	Autumn 24 Assessment: Children who were on track in their development	Spring Assessment: Children who were on track in their development	Summer Assessment: Children who were on track in their development
Communication and language	54%	67%	76%
Physical Development	56%	71%	84%
Literacy	42%	60%	72%
Mathematics	45%	62%	73%
PSED	51%	68%	81%

## Shenley Fields Daycare and Nursery School 2025-2026

Many of the children eligible for EYPP were not working at age related expectation on entry to nursery in the areas detailed above. We planned activities and interventions that ensured every child made progress from their individual starting points with us. This approach included focussed, adult led small groups, opportunities in all areas of continuous provision, carefully planned key group times and support from external professionals such as Fit 4 Sport. This resulted in, on average, 77% of children eligible for EYPP being on track in their learning by the end of their nursery year in these five areas.

### Externally provided programmes

Programme	Provider
Wellcomm	GL Assessment
Forest School	Forest School Birmingham
Startwell	Startwell: Part of the Birmingham NHS Community Healthcare
Sessions with a sports coach to develop gross motor skills.	Fit 4 Sport
Oral health training	NHS Oral Health Improvement Team
myHappymind	myHappymind
Lego Therapy training	Brick by Brick Training