# Pupil premium strategy statement – Little Explorers Garswood

This statement details our school’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.

## School overview

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| Detail | Data |
| Number of pupils in school | 40 |
| Number of pupil premium eligible pupils | 2 |
| 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 | £163.20 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our ultimate objective for all children - including those who are disadvantaged, is that they are supported to achieve their full potential whilst developing the skills to become lifelong learners.  We strive for children to feel safe, secure and to have a sense of well-being in an environment where they can express themselves and feel valued.  Our EYPP strategy supports our children through ensuring they have high quality teaching and learning experiences, both within nursery and at home, supported by adults who understand their needs and development.  Working in partnership with families, recognising their important role as their child’s first educator, whilst valuing their understanding of their child, is paramount. Our strategy endeavours to support a shared understanding of how best to engage, develop and support children’s play and learning, across the home and nursery environment.  We intend to allocate our EYPP funding to support the specific needs of two children in our care: one with a visual impairment and another from a low-income background. The funds will be used to ensure both children have access to the necessary resources that promote their learning, development, and well-being.  Planned Expenditure:  The funds will contribute towards assistive learning tools, such as large-print resources, specialist equipment such as spinning toys/ lights, or additional support to enhance their educational experience. Funds will also be used to cover essential learning resources, nursery-related expenses, or extracurricular opportunities that would otherwise be inaccessible due to financial constraints.  This expenditure is aimed at fostering inclusivity, removing barriers to education, and ensuring equal opportunities for both children. |

## 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 | *S*pecified resources and training for visual impairment barriers |
| 2 | Essential learning resources, nursery related expenses, or extracurricular opportunities that would otherwise be inaccessible due to financial constraints. |

## 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 |
| Ensure that children with additional needs, such as visual impairments, have the necessary resources and support to fully engage in their education. | Increased engagement in education – The child with visual impairment demonstrates improved participation in learning through the use of assistive tools and specialist support.  Sustained support networks – Ongoing provision and access to resources for children with additional needs and those from disadvantaged backgrounds continue beyond the strategy’s duration. |
| Foster an inclusive and supportive environment where all children can thrive academically, socially, and emotionally and reduce barriers to participation in educational and community activities by addressing financial and accessibility challenges | Equitable access to opportunities – Children are able to fully participate in all activities, with financial barriers removed. |

## Activity in this academic year

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

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

Budgeted cost: £ *100*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Training for staff and associated resources | Department for Education (DfE) Guidance: States that EYPP should be used to “improve the quality of early education” and close developmental gaps for disadvantaged children.  Investing in staff training directly enhances the quality of provision for a VI child.  Evidence from the Education Endowment Foundation (EEF): Shows that professional development for staff leads to improved outcomes for children, especially those with additional needs. | 1 |

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

Budgeted cost: £63.20

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Foods, Extracurricular opportunities and other materials that would otherwise be inaccessible due to financial constraints. | Department for Education (DfE) Guidance on EYPP states that the funding should be used to improve educational outcomes for disadvantaged children.  This includes providing:   * Nutritional support * Access to enriching experiences * Essential learning materials   These provisions directly impact children’s development, well-being, and ability to engage in early education. | 1,2 |

**Total budgeted cost: £ 163.20**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

## 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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