

Early Years Pupil Premium Strategy Statement – St. Elisabeth’s CE Primary School

This statement details our school’s use of Early Years pupil premium to help improve the development and 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 EYPP had within our school.

School overview

Detail	Data
Number of pupils in EYFS	40 25 – Reception 15 - Nursery
Proportion (%) of children eligible for early years pupil premium	53% 8/15 – Nursery 17% 4/25 - Reception
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	January 2026
Date on which it will be reviewed	July 2026
Statement authorised by	Governing Board
Pupil premium lead	Jo Millen - AHT
Governor / Trustee lead	Lee Jamieson

Funding overview

Detail	Amount
Early years pupil premium funding allocation this academic year	£6840 12 children @ £570
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£6840

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- What are your ultimate objectives for your disadvantaged pupils?
- How does your current pupil premium strategy plan work towards achieving those objectives?
- What are the key principles of your strategy plan?

Challenges

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

Challenge number	Detail of challenge
1	<i>Language development is delayed for children's developmental age</i>
2	<i>Poor gross and fine motor skills due to limited, structured play</i>
3	<i>Lack of social experiences and those linked to the wider world</i>
4	<i>Inability to manage personal needs e.g. dressing, toileting</i>

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
Children to be able to listen, attend and understand the spoken language within the setting. Children able to respond appropriately to questions and respond in full sentences.	Children achieving age-related expectations for listening, attention and understanding. Children able to respond in full sentences and look at those with whom they are talking.
Children to develop gross and fine motor skills to enable them to access provision appropriately and be ready to transition into writing.	Children to show control over gross movements and move with intention. Children to have developed hand strength in preparation for writing through confident mark-making. Children in Reception to developed a tripod grip and letter formation, linked to phonics, is correct.

Children to be exposed to a variety of social experiences and those linked to different countries and cultures.	Children able to behave appropriately in social situations and have gained knowledge of cultures outside of their lived experience.
Children able to dress and undress for school-based activities and independently use the toilet.	Children able to dress and undress inc. putting on coats and shoes. All children able to use the toilet independently.

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: £ 0

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £ 4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of gross motor skills through mini-movers and mini-motor skills intervention. Daily dough disco	EEF evidence link Physical development approaches EEF	1, 2
Planned intervention for speech and language through the use of WELCOMM and Speech and Language Link	EEF evidence link Communication and language approaches EEF	2

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

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work with parents to support in developing children's independence so they can dress and undress as well as toilet independently.	EEF evidence link Parental engagement EEF	3, 4
Children to take part in enrichment activities, inc. with parents, each half term. Exposure to cultural events throughout the year.	EEF evidence link Parental engagement EEF	3, 4

Total budgeted cost: £ 6500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

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.

Programme	Provider
Mini Movers	Life Leisure
Mini Motor Skills	GMCA

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)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.