

Early Years Pupil Premium strategy statement – Windmill Hill Academy Foundation Class Pre- Schoolers

This statement details our pre-school’s use of early years pupil premium funding to help improve the attainment of our disadvantaged children.

It outlines our early years pupil premium strategy, how we intend to spend the funding in this academic year.

School overview

Detail	Data
Number of pupils in Pre-School	16
Proportion (%) of pupil premium eligible pupils	18.75%
Academic year/years that our current pupil premium strategy plan covers (1 academic year plans are recommended)	2025/2026
Date this statement was published	January 2026
Date on which it will be reviewed	July 2026
Statement authorised by	Abby Basset Windmill Hill Academy Head Teacher
Pupil premium lead	Danielle Edgson Manager
Governor / Trustee lead	Nicola Gilbert Governor

Funding overview

Detail	Amount
Early Years Pupil Premium funding allocation this academic year	£
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£

Part A: Early Years Pupil premium strategy plan

Statement of intent

Windmill Hill Academy foundation class pre-schoolers is dedicated to providing the best start in life for all children. Our vision, “Inspiring Passionate Lifelong Learners’ is at the heart of everything we do.

Our intention is for all children irrespective of their background or the challenges they face, to make good progress and achieve high attainment across all areas of the Development Matters and Early Learning Goals. Our focus of the early years pupil premium strategy is to support those disadvantaged children to be able to achieve the goal and make good progress for those who are high attainers.

We consider the challenges faced by those who are disadvantaged and use the early years pupil premium to provide them with resources, trips, staff training and much more to support them to reach and achieve the outcome expected. We are aware that the challenges faced by the children are all varied and there is no ‘one size fits all’.

High-quality 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.

Challenges

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

Challenge number	Detail of challenge
1	<p>Delayed communication skills due to inconsistent attendance.</p> <p>Persistence absence leads to children becoming dysregulated when returning to pre-school and struggling to settle back in.</p> <p>Persistence absence leads to the children missing out on topics and learning new skills and becoming unsettled when they return to pre-school.</p> <p>Resources linked to maths – weights and measure to support early maths skills and mathematical thinking.</p>
2	<p>Delayed communication skills due to persistence absence.</p>

	Lack of resources for team building and activities linked to schemas for learning new skills and supporting their way of thinking and learning.
3	Delayed communication skills due to persistence absence. Lack of equipment for different mark making activities - more accessible activities and physical play resources.
4	Delayed Communication skills due to persistence absence. Talk boost training to support communication skills, confidence and team building.

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
<p>Providing children with maths resources for weighing and balancing – scales purchased.</p> <p>Staff to model how to use the equipment correctly and model vocabulary linked to weights and measure.</p>	<p>Children’s speech will be improved, they will begin using new vocabulary and sounds learnt, their understanding will begin to develop, and they will be learning mathematical vocabulary. Children’s listening and attention will improve; they will be engaged as it’s a new visual way of learning about weight and measure.</p>
<p>Resources to be purchased such as car garage.</p> <p>Staff to model using the equipment and turn taking strategies for children who struggle with this.</p> <p>Smaller groups will be encouraged to access the car garage to ensure it is being used correctly and sharing is taken place effectively.</p>	<p>Children’s speech will be improved, they will begin using new vocabulary and sounds learnt, their understanding will begin to develop. Children’s listening and attention will improve, more children will be able to sit for longer periods of time.</p> <p>More discussions, negotiating and team building will appear during children’s play. Children will be more confident to include their peers in their play and either take lead or join in.</p> <p>Children will be more confident in their physical abilities and use their</p>

	<p>imaginations due to these being neutral resources.</p> <p>New ideas will be shared and children going to school in September will be more confident and have higher self-esteem ready for the transition to primary school.</p>
<p>Resources to be purchased to support early mark making skills – Illuminated Mark Making Boards 4pk and 6 Pens.</p>	<p>Children’s speech will be improved, they will begin using new vocabulary and sounds learnt, their understanding will begin to develop. Children’s listening and attention will improve; more children will begin to sit for longer periods of time as they will be engaged and have higher levels of focus.</p> <p>Children will be using fine motor skills and learning and using the correct pen grip to aid their transition to becoming school ready.</p> <p>Children will be exploring new concepts.</p>
<p>Talk boost training – Free training and resources provided for free.</p>	<p>Children’s speech will be improved, they will begin using new vocabulary and sounds learnt, their understanding will begin to develop. Children’s listening and attention will improve, more children will sit for longer periods of time.</p> <p>Children will develop great confidence and skills needed to engage with others.</p>

Activity in this academic year

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

Activities and how they relate to Development matters and how we are going to help all children achieve.

Budgeted cost: £

What are we going to try and achieve?	Actions we are going to take.	Challenge number(s) addressed
<p>We would like to support the children in these areas:</p> <p>Communication and Language</p> <p>Physical development</p> <p>Expressive arts and Design</p> <p>Mathematics</p> <p>To improve the progress percentage of children to achieve age-related expectations by the end of the academic year 25/26.</p>	<p>Purchasing of maths scales for weights and measure lessons. £47.99</p>	<p>1</p>
<p>We would like to support the children in these areas:</p> <p>Communication and Language</p> <p>Physical Development</p> <p>Personal, Social, Emotional Development</p> <p>Expressive arts and design</p> <p>To improve the progress percentage of children to achieve age-related expectations by the end of the academic year 25/26.</p>	<p>Purchasing of car garage to support turn taking, sharing and schematic play. £120.00</p>	<p>2</p>
<p>We would like to support the children in these areas:</p> <p>Communication and Language</p> <p>Physical development</p> <p>Literacy</p> <p>Personal, Social, Emotional Development</p>	<p>Resources to be purchased – light boards and pens. £501.27</p>	<p>3</p>

<p>Expressive arts and design</p> <p>To improve the progress percentage of children to achieve age-related expectations by the end of the academic year 24/25.</p>		
<p>We would like to support the children in these areas:</p> <p>Communication and Language</p> <p>Personal, Social, Emotional Development</p> <p>To improve the progress percentage of children to achieve age-related expectations by the end of the academic year 25/26.</p>	<p>DE and SR to attend talk boost training- Free training and resources given.</p>	<p>4</p>

Total budgeted cost: £

Part B: How we will make improvements for the next academic year

Outcomes for disadvantaged pupils

What actions we will take next in order to make even more improvements?	Challenge number(s) addressed
<p>To use maths resources in a positive way, making learning fun. Staff to adapt how the sessions are delivered to suit the learning needs and styles of the different children at the pre-school.</p> <p>Building the children's confidence recognising and using maths during their play and making the learning fun. To build on the children's ability to begin using and recognising mathematical concepts.</p>	1
<p>To use small world, play as a positive teaching tool for sharing, turn taking and work collaboratively together.</p> <p>Building children's resilience and confidence in their abilities and getting them ready for school.</p> <p>Helping children to feel secure in their abilities and offering a wide range of activities. Allowing children to develop their imaginative play.</p>	2
<p>To support children with mark making and getting them school ready. Getting children ready to use the correct pen grip for supporting their early literacy and writing skills.</p> <p>To enhance their confidence and abilities especially when trying and explore new activities and resources.</p>	3
<p>To have training and get sessions in place to support children's speech and language development. There has been clear evidence that the training supports speech and language development of those who attend the sessions.</p>	4

Further information (optional)

Additional activity

We will continue to use children's reports to create next steps and support their learning through these. A wide range of topics will be explored throughout the year supporting children and sparking curiosities, while inspiring them to learn, grow and become confident individuals ready to continue their learning through school.