Pupil premium Strategy Statement – Taywood Nursery School

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

Detail	Data
Number of pupils in school	73
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	February 2026
Date on which it will be reviewed	February 2027
Statement authorised by	Jennifer Slater
Pupil premium lead	Jennifer Slater
Governor / Trustee lead	Jill Greenwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,750
Recovery premium funding allocation this academic year *Recovery premium received in academic year*	£0
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	Figures available for Autumn and Spring £13,750

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children, irrespective of their background or the challenges they face, make good progress and achieve high attainment against their developmental milestones. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already achieve their developmental milestones.

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

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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged children's attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs. The approaches we have adopted complement each other to help children excel. To ensure they are effective we will ensure disadvantaged pupils are challenged and act early to intervene at the point need is identified.

Challenges

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

Challenge number	Detail of challenge
1	Our baseline assessments highlight that a high number of children enter nursery with delayed speech and language development (communication and understanding) and require early intervention.
2	Baseline assessments, observations, and our induction process have identified social and emotional barriers (including behaviour) for many children and some families require support from external agencies.
3	Our attendance data shows that attendance can be lower than expected for some children. This impacts on some children's learning, confidence and well-being.

4	Children's wider cultural/ life experiences and opportunities can be limited.
5	Children do not typically enter with age-appropriate skills, knowledge and understanding in all Prime Areas (Communication and Language, Personal, Social and Emotional Development and Physical Development). Lower than typical physical skills hinder progress in other areas of the curriculum.

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
1. Improve oral language, vocabulary, and listening and attention skills.	Assessments and observations indicate significantly improved communication skills amongst disadvantaged children. Disadvantaged pupils make good progress against the developmental milestones.
2. To achieve and sustain improved well-being for all pupils in our nursery, particularly for disadvantaged pupils, with a focus on personal, social and emotional development. The Early Help Lead to support and monitor vulnerable families.	Observations and interventions show an increased participation in learning within the provision to improve well-being. Children have social and emotional strategies to enable them to self –regulate. Families are supported and this has an impact on learning. The PSED curriculum is progressive and practitioners have the knowledge to support children to achieve their next steps. Children are ready for Reception.
3. For children to attend nursery for at least 90% of the school year.	Children attend for more than 90% of the school year, parents understand the benefit of nursery education. The Early Help Lead offers a support-first approach for families.
4. Through a broad, balanced and enriched curriculum, children have opportunities for first-hand experiences, which impact on their learning.	Pupils can make links in their learning, develop their vocabulary and have a wider understanding of cultural capital.
5. Improve gross and fine motor skills (Physical Development) through progressive skills and knowledge.	Strategies implemented from external training which is evident in the provision and planned opportunities to develop fine and gross motor skills. Children have good Fundamental Skills and are ready for Reception.

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: £1000 contribution

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Communication and Language training for all staff- INSET • Makaton training for Communication and Language subject champions	DfE Best Start in Life 2 Prime Areas EEF Evidence Store- Communication and Language SLT Makaton training	1
• Explicit teaching of vocabulary in rhymes, topic knowledge, maths, literacy	EEF Evidence Store- Communication and Language	1
• PSED training for all staff- INSET • Subject Champion training for PSED Leads	DfE Best Start in Life 2 Prime Areas EEF Evidence Store- PSED SLT- Social Communication training	2
• PSED interventions delivered by PSED lead based on outcomes from pupil progress meetings. Social stories and self-regulation strategies	SLT training- Social Communication training	2
• Physical development training for staff- fundamental skills	Ed Start	5
• Plan for half-termly first-hand experiences linked to topic/ curriculum knowledge	Best Start in Life Part 1- Curriculum and Cultural Capital	4

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

Budgeted cost: £15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Speech and Language Lead to deliver Wellcomm sessions • Communication and language interventions	WellComm intervention supports communication and language development. Best Start in Life- Prime Areas EEF Evidence Store- Communication and Language-	1
• PSED interventions, including social stories, behaviour boards, PSED books	SLT Social Communication	2

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Early Help/ Family Support Worker involvement with Family Hub to provide support first approach • Provide affordable wrap-around Breakfast and After School Club	Working Together to Improve School Attendance	3
• Group sessions for parents with a focus on educational support e.g. school readiness, early language development, story-telling, early maths in action	Alexandra Park Research School	5
• Opportunities planned into the curriculum to provide first-hand experiences (visits and visitors, including outside of the local area)	Cultural Capital Toolkit	4
• Whole school approach to self-regulation and positive interactions. • Whole School approach to develop quality child-led	EEF Evidence Store- PSED	5

interactions to promote the Image of the Child		

Total budgeted cost: £26,500 contribution (school budget contribution as top-up)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

New Headteacher during academic year 2023-2024. A review of observations, assessment and recording of attainment took place. The most recent (accurate) data is on entry baseline data for September 2024, with an evaluation of the progress over the Autumn term.

- 2 year old EYPP- 59% of the cohort, with 12% working at age-related, compared with 0% of EYPP entering at age-related in all Prime Areas.
- 3 year old EYFPP- 43% of the cohort, with 13% working at age-related, compared with 2% entering at age-related in all Prime Areas.
- All except 1 child have identified speech and language needs and are accessing speech and language support.

Externally provided programmes

Non DfE programmes used to support pupil premium

Programme	Provider
WellComm	GL Assessment

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 or recovery premium funding.

- The pupil premium strategy is written with the pupil premium governor, drawing on the actions from the governor strategic meeting.
- Pupil premium is an agenda on the Headteacher's report at all governor meetings and governors. Data is presented and governors are encouraged to challenge the outcomes for pupil premium and non- pupil premium children.
- Assessments are collated and progress is monitored at pupil progress meetings, with actions set for any underperforming groups of children.