Ladygrove Nursery
Pupil premium strategy statement

2025-2026

This statement details our school's use of Early Year's Pupil Premium for the 2025 to 2026 academic year.

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

School overview

Detail	Data
Nursery Name	Ladygrove Primary School and Nursery
Number of pupils on roll in Nursery Number of children entitled to EYPP Autumn Term 2024 3 and 4 year funding 2 year old funding Spring Term 2025 3 and 4 year funding 2 year old funding Summer Term 2025 3 and 4 year funding 2 year old funding	38 (Autumn) 44 (Spring) - (Summer) 8 children 2 children 10 children 13 children 0 children
Proportion (%) of pupil premium eligible pupils:	26% - Autumn Term (10 children) 30% - Spring Term (13 children) -Summer Term

Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024/2025 2025/2026 2026/2027
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Full Governing Body
Pupil premium lead	Jo Weichlbauer/ Kirsty Stewart
Governor lead	Colin Mahy

Funding overview

Detail	Amount
EYFS Pupil premium funding allocation this academic year	£3,700.20 Autumn £3,000.00 Spring prediction £ 3,000.00 Summer prediction **Yearly Total (based on Autumn Term and predicted Spring and Summer Term figures):** **£9,720.00**
Pupil premium funding carried forward from previous years	**£0**
Total budget for School year.	**£9,720.00**
Total spent by School	**£9,816.10**

Part A: Pupil premium strategy plan

Statement of intent

Decisions made in regard to our Pupil Premium and Recovery Premium spend have been based mainly on the research of the Education Endowment Foundation. Our spend is targeting at narrowing gaps; both in terms of experiences provided for Pupil Premium Funded children and the progress they make and the levels of attainment they achieve.
We have based our rationale based on the barriers which our children face. These are listed in the sections below. Our biggest barrier relates to lower attendance rates for our PPG children; as if our children are not in school, we cannot work to reduce other barriers to learning.

Our ultimate objectives are:

- ✓ To provide equity for Pupil Premium children.
- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For higher percentages of Pupil Premium children to achieve age-related expectations at the end of EYFS.
- ✓ For higher percentages of disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- ✓ To support our children and their families to ensure that disadvantaged children attend school on time every day with the equipment needed to access learning.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

The range of provision the Governors consider making for this group include:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Ensuring that communication skills are at the heart of the curriculum and that pupils from disadvantaged backgrounds are given every opportunity to develop speech and language skills and have regular opportunities to speak with adults and their peers to develop their skills.
- To support children who are 'off-track' by targeted intervention; delivered by teachers and/ or teaching assistants either in a small group or on a 1:1 basis

- To ensure that children from disadvantaged backgrounds make at least expected progress from their starting points
- To ensure that children have the same experiences, so we support payment for activities and visitors.
- Emotional and behavioural support via our Inclusion and Wellbeing Manger and our pastoral team.
- Providing food for children via snack time.
  Providing children with the equipment needed for the day e.g., by providing children with clothing (e.g. shoes or coats).

Challenges

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

Challenge number	Detail of challenge
1	Lower attendance rates than non-EYPPG peer group.
2	Higher rates of lateness when compared to non-EYPPG children.
3	Some children exhibit poor social and emotional skills.
4	Some children have poor self-regulation strategies e.g. unable to sit for more than a few minutes at a time.
5	Some children have less developed fine/ gross motor control than their non EYPP peers.
6	Early Language skills are not as developed as their peer group.
7	Less children achieving in line with age related expectations.
8	Parental engagement.
9	Lower levels of children able to manage their own basic hygiene and personal needs; including going to the toilet. (added September 2025)

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
To improve attendance and punctuality of EYPPG children.	Ensure attendance of disadvantaged pupils in Nursery improves and that lateness is reduced for individual children. Reduction in the number of late marks for EYPPG children.
Impact 2024-2025 Attendance increased from 92% - 94% across the year	
To develop the social and emotional skills of EYPPG children.	More children achieving in line with age related expectations in the PSED elements of the EYFS curriculum. Children better able to manage their emotions after accessing social and emotional intervention. Less behaviour incidents for key PPG children logged on CPOMS tracking system.
Impact 2024-2025: 100% of EYPP children at the end of their Nursery journey, were at expected levels of development in Self-Regulation, Managing Self and Building Relationships following targeted support and intervention. This meant that they were school ready.	
PPG children to have improved fine/gross motor skills.	EYPP children are ready for early mark making activities and their fine motor skills are in line with their non-EYPP peers. PPG children to make accelerated progress, from their starting points, in Physical Development in EYFS. Higher percentages of children achieving expected levels in Physical Development at the end of EYFS.
Impact 2024-2025 100% of EYPP children at the end of their Nursery journey, were at expected levels of development in Fine and Gross Motor skills, following targeted support and intervention. This meant that they were school ready.	
To develop the speech and language skills of children in receipt of EYPP through extending words they are exposed to and that they understand.	PPG children to make accelerated progress in Speaking, Listening and Understanding in the EYFS curriculum. Higher percentages of children achieving expected levels in Speech and Language at the end of EYFS. Year on year reduction in the number of PPG accessing Talk-Boost interventions in EYFS, KS1 and KS2.
Impact 2024-2025	

66% of EYPP children at the end of their Nursery journey, were at expected levels of development in Speaking, Listening, Attention and Understanding following targeted support and intervention. This is an increase from baseline with some children making better than expected progress.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2,402

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing costs of the recruitment of an additional member of Nursery staff to support in Children's self-regulation skills. (1 hour per week over the course of the academic year) **Staffing: £634.60**	**EEF EYFS (+3)** **Self-Regulation Strategies** Self-regulation strategies are important for children to develop into independent learners. Helping young children to talk and think about their own actions and behaviours is likely to help them with not just their learning and social interactions in early years settings but may have a lasting positive impact on later learning at school. Additional member of staff will support children's self-regulation by working with specific children at different times of the day through specific interventions e.g. Attention bucket.	3, 4, 7
Staff trained in and delivering the REAL intervention. **(12 sessions of 3 hours Level 3 salary per week over the course of the academic year)**	**EEF EYFS (+7)** **Communication and language Approaches** School staff have been trained in the Making it REAL project, developed by the National Children's Bureau. This is a proven intervention focussing on	6,7

Cost: £630.40	developing children's understanding of language that crosses home and nursery provision. This involves home visits, planned stay and play sessions for identified parents, planning and reflection time.	
To upskills staff in the nursery so they have a range of strategies to support the youngest children within the setting. Attendance at EYFS conference by additional member of the EYFS team as well as the EYFS leader. Attendance at CPD for types of play. Attendance at CPD entitled 'I am 2'. CPI accredited Safety intervention training **Cost: £387**	**EEF EY Evidence: Guided to Effective Professional Development** The guidance for EYFS outlines the importance of high quality CPD for educators; it outlines the domains of Building knowledge, Motivating Educators, Developing teaching techniques and Embedding practise as key to this cycle. Attendance at these CPD sessions will allow the teaching team to disseminate the key messages across the EYFS team; therefore upskilling the staff and improving outcomes for children.	6,7
Interactive Reading Purchase of additional books by the same author to allow for interactive reading in a number of groups at the same time and to extend the range of texts on offer to children in Nursery. **Cost: £250**	**Early Literacy Approaches:** The EEF evidence outlines the strategy of interactive reading can benefit some children from lower income families. Repeating reading of books allows children the opportunity to join in with reading and develop their language.	6,7
Sound Discrimination: The educator draws children's attention to sounds and teaches	**EEF evidence - Teaching Sound Discrimination:** The approach of teaching sound discrimination in the early years can have	6,7

them to identify them. The adult teaches children to notice similarities and differences between individual sounds and groups of sounds, starting with sounds from the environment or musical instruments then smaller units like words and individual speech sounds (phonemes). They introduce new vocabulary to help the child to do this. Purchase of additional musical instruments and Read, Write Inc resources to support the teaching of sound discrimination. **Cost: £500**	a positive effect on children's literacy outcomes.	

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

Budgeted cost: £2,538.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language intervention in Nursery via the Talk-Boost intervention Project **Cost: £2,538.40 (4 hours Level 3 salary per week over**	**EEF EYFS (+7)** **Communication and language Approaches** Previous EYFS Speech and Language interventions in Nursery have been successful in ensuring that children's language is school ready. This has meant that key children understand far	6, 7, 8

the course of the academic year)	more what is going on within the classroom and are better able to interact with their peers. PPG research shows that PPG children generally are exposed to less language prior to starting school. Having a vocabulary focus ensures that children are exposed to rich language.	

Wider strategies (for example, related to attendance, behaviour, self-regulation and wellbeing)

Budgeted cost: £4,875.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop children's fine and gross motor skills through physical play. Additional resources purchased for the nursery outside area to support with physical play. (Bikes for 2 year old children, crocodile walkers and outside play provision) **Cost: £500** Additional member of staff to enable outside sessions within the nursery forest area. (Mini Spinney) **Staffing cost: £1202.40**	**EEF EYFS Physical Development Approaches (+ 5)** On average, children who take part in physical development interventions make around five additional months progress in cognitive outcomes.	5
To develop children's ability to manage their	**EEF EYFS Promoting Self-Care**	9

own hygiene and toileting needs. Practitioners regularly asking children to go to the toilet prior to changing their nappies. Practitioners to model good hygiene following toilet visits and nappy changes. Strategies for toilet training to be shared with parents. Additional member of staff to support with toilet training. **Staffing: £3173.30**	Research from the EEF states that this approach is most likely to be effective when it is regular, consistent and part of everyday routines. Highlighting the importance of self-care routines to children, and demonstrating how to perform them, may also be important. Working in partnership with parents (e.g. by sharing information, tips or tasks)	
Stay and Play sessions for Nursery supported by the school's Child and Family Support Worker **Cost:** This has been met through school PPG strategy funding as lots of the children have siblings in school.	**EEF EYFS Parental Engagement (+ 5)** As a school we have researched with other local maintained nurseries with strategies to support attendance. Stay and play has successfully worked in other settings as a vehicle to building positive relationships with parents and engaging them in their child's education in a non-threatening way. The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.	1, 2, 8
Family Support worker intervention to support families with Nursery age children with lower than expected levels of attendance to unpick barriers to intervention. **Cost:** This has been met through school PPG strategy funding as lots of the children have siblings in school.	Without regular school attendance Pupil Premium children cannot close gaps in their learning. The EEF is currently running an assessment of attendance interventions for school, but the findings have yet to analysed and published. Their report evidences that even minimal improvements to attendance means that children make educational progress, although there is currently no month banding for this. As a school we have noted a pattern that poor attenders in Nursery have a higher percentage of being persistently absent when they are of statutory school age. We are therefore keen to work with families in this age bracket to break down	1, 2, 8

	barriers to attendance which will build positive habits of school attendance.	

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on both national and school data.

The data demonstrated that EYPPG children generally start our nursery with lower levels of development across the Early Year Goals compared to non-PPG children and are working below the expectations for their age.

The data has been affected by termly intake children into nursery.

We have focussed the targets on attendance, self-regulation, fine and gross motor skills, language and parental engagement as these areas were identified from data including parent and staff voice as well as baselines and CPOM tracking. These targets have been adjusted since the intake of Rising Threes into nursery.

Impact to date:

To improve attendance and punctuality of EYPPG children.

Impact 2024-2025: Attendance increased from 92% - 94% across the year

To develop the social and emotional skills of EYPPG children.

Impact 2024-2025: 100% of EYPP children at the end of their Nursery journey, were at expected levels of development in Self-Regulation, Managing Self and Building Relationships following targeted support and intervention. This meant that they were school ready.

PPG children to have improved fine/gross motor skills.

Impact 2024-2025: 100% of EYPP children at the end of their Nursery journey, were at expected levels of development in Fine and Gross Motor skills, following targeted support and intervention. This meant that they were school ready.

To develop the speech and language skills of children in receipt of EYPP through extending words they are exposed to and that they understand.

Impact 2024-2025: 66% of EYPP children at the end of their Nursery journey, were at expected levels of development in Speaking, Listening, Attention and Understanding following targeted support and intervention. This is an increase from baseline with some children making better than expected progress.