

This statement details our Nursery's use of Early Years Pupil Premium funding to help improve the attainment of our disadvantaged pupils.

This is a three-year plan from 2025-2027.

Below outlines our Early Years Pupil Premium strategy, how we intend to spend the funding over the next three years and the outcomes for disadvantaged pupils.

School overview

Detail	Data
Number of pupils in Nursery School eligible for EYPP	Autumn term 2025: 10 pupils eligible Spring term 2026: 23 pupils eligible Summer term 2026: 23 pupils eligible
Proportion (%) of pupil premium eligible pupils	Autumn term 2025 - 20% Spring term 2026 – 41% Summer term 2026 – 43%
Academic year that our current Early Years Pupil Premium strategy plan covers	2025-2027

Funding overview

Detail	Amount
Early Years Pupil Premium funding allocation this academic year	Autumn term 2025 - £2475 Spring term 2026 - £3575 Summer term 2026 - £4770
Total budget for this academic year	£10, 820

Pupil premium strategy plan

Statement of intent

At Kingsholm C of E Primary School and Nursery our aim is that all pupils, irrespective of their background or potential challenges, have a great start, make strong progress and achieve well across all areas. Here 'everyone matters.' This then enables them to have the best possible life chances and prepares them well for the next stage in their education. We believe that this early preparation builds the foundations of their success as they move through life. We are very mindful that some pupils who are not eligible for EYPP funding but may still be disadvantaged or vulnerable. We therefore support all pupils to make the best progress they can from their individual starting points and to achieve the best they can academically, physically, socially and emotionally regardless of their background.

'Using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, schools will inevitably benefit non-eligible pupils as well.'

High quality provision is proven to be the key driver for raising attainment for all children including those at risk of disadvantage. Our commitment is to ensure that our Nursery is a place where EVERY child matters, belongs and thrives.

Our strategy is to identify the key actions for individuals and groups of children that will make the biggest difference. Leaders are familiar with up-to-date research and use this to inform decisions. The strategy, interventions and actions are regularly reviewed and adapted to meet needs.

[Early Years Pupil Premium | EEF](#) toolkits are reviewed when identifying interventions to address baseline and termly data alongside toolkit strands and research.

Three Year Plan:

The setting has made a long term commitment to utilising additional funding to support all pupils from disadvantaged backgrounds. This investment allows for consistent, high quality staffing arrangements to be secured and high expectations to be maintained. The spending plan is reviewed annually in line with the ongoing needs of the children on entry.

Challenges

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

Challenge number	Detail of challenge
1	On entry assessments for disadvantaged pupils evidences Communication and Language skills are significantly below age related expectations. <i>34% of children transitioned on track for age expectations for speaking Sept 2025.</i>
2	On entry assessments for disadvantaged pupils evidences PSED skills are significantly below age related expectations. <i>40% of children transitioned on track for age expectations for managing feelings Sept 2025.</i>
3	On entry assessments for disadvantaged pupils evidences Physical skills are significantly below age related expectations. <i>23% of children transitioned on track for age expectations for moving and handling Sept 2025.</i>
4	Parental engagement is lower for disadvantaged families – particularly for EAL families.

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
Improved Communication and Language skills for disadvantaged pupils.	Attainment and progress: All children make at least expected progress from their individual starting points, with the majority making better than expected (rapid) progress. Use of language and vocabulary in everyday interactions: Observations show that children consistently use a widening vocabulary and are able to express their needs, wants and ideas clearly. Quality of back-and-forth interaction: Children initiate and sustain back-and-forth conversations with adults and peers, demonstrated by: • taking turns in conversations • responding appropriately to questions and comments • maintaining focus in interactions for an age-appropriate length of time
Improved Personal, Social and Emotional skills for disadvantaged pupils.	Wellbeing and emotional security: By the end of the year the majority of children will present as settled, secure and able to separate from their main carer, with incidents of high distress in nursery reduced from baseline. Engagement and participation in learning: children engage in play and adult-led activities, showing improved concentration and participation compared with their starting points. Improved self-regulation and managing feelings: By the end of the year, children with emerging social, emotional and behavioural needs

	are increasingly able to identify and manage their feelings, with a reduction in incidents of upset and the need for adult intervention compared to baseline. Stronger relationships and positive interactions: Adult observations show that children are forming and maintaining positive relationships with adults and peers, showing increased turn-taking, sharing and cooperative play, and fewer incidents of conflict or isolation. Increased engagement in routines and learning: Children are more consistently following nursery routines and expectations, with sustained engagement in play and small-group activities and a noticeable improvement in their ability to participate fully in learning experiences.
Improved Physical Development skills for disadvantaged pupils.	Assessments and observations indicate significantly improved age-related expectations being achieved by disadvantaged pupils.
Improved engagement from parents of disadvantaged pupils, especially EAL families.	Increased family confidence and engagement: Attendance, at sessions and parent/carer feedback (e.g. questionnaires, workshops, informal conversations) shows that families feel more confident and better equipped to support learning at home through play, talk, reading and everyday experiences. Regular use of home learning opportunities: Sharing of library books, Tapestry engagement and daily meetings with parents to enable them to be more confident in supporting play and their child's developmental milestones.

Activity in this academic year

This details how we intend to spend our pupil premium funding **for the next three academic years**, to address the challenges listed above.

Teaching and Training

Budgeted cost: £23,068 – additional cost of having EYFS Lead in Nursery

Actual PP spend: £10, 820 + (SEN additional funds left after Nest support adult cost) £6,023 = £16,843

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS lead to teach and work alongside Nursery team full time. Cost: £23,068	EYFS Lead to support the Nursery team with quality first teaching skills and high-quality interactions. 1. High-quality teaching EEF	1, 2, 3, 4
Support for children with complex needs to make progress.	Funding of send C&I provision to support a child with complex needs – in order for every child to make progress and thrive.	1,2,3, 4

Costing: Adult support for Nest £14,946 EHCP funding received: £20,969	Support referenced in SEND Provision Base documentation.	
Weekly PPA and INSET for all staff Supported by full time Early Years Lead	Time for staff to meet every Wed afternoon for PPA – to ensure planning, sequencing and progression of curriculum from 2yrs to Pre-school. Training and support for moderation and observations for all staff. Professional discussions around support for children – time to complete TAF meetings and data/milestone checks. Ambition Institute: Early years and the EYFS framework explained: positive relationships Ambition Institute The ShREC approach EEF	1,2, 3, 4