

Early Years Pupil Premium Strategy Plan

2025 - 2028

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. By utilising the EY pupil premium funding, we hope that the children will make good progress during their time at Hungerford Nursery School, particularly improving their development in speaking and listening and social skills.

As a nursery school we are unsure of the numbers of children eligible for Early Years Pupil Premium (EYPP) each year and are therefore unable to make any firm financial commitments. We continually review our strategy throughout the year as new children join us each term (and are identified as eligible for Pupil Premium funding).

Our pupil premium children often have limited experiences in their home life e.g. looking after a pet, baking, gardening, visits to external places, etc. Money will be used to provide resources to enable children to experience these activities e.g. plants, soil, baking ingredients, pet food etc. We will also use outside providers to enhance our curriculum and provide children with more awe and wonder opportunities e.g. trips to the park, experience the life cycle of butterflies and chicks, visiting farms and opportunities for sport, etc.

Money will be spent to facilitate the learning opportunities and experiences outlined in 'Our Promise to Childhood' to provide breadth of curriculum. Engagement in the breadth of curriculum on offer is high and children enjoy and talk about their experiences with their families and staff.

We measure the progress of children's language against children's age related milestones and next steps for learning and we ensure they are on track to meet the end points in Communication and Language. We pay staff to attend a variety of CPD sessions throughout the year to ensure that they have the skills to support all children within the nursery.

We use Learning Journals to engage parents by suggesting a home learning extension/embedding activity in our weekly class newsletters. We provide information on topics/areas of interest in class and suggestions of ways parents/carers can support their children's learning at home. We share stories and songs for key topics on our website to model good practice, upskill parents and increase their confidence when teaching their children. This supports parents/carers to feel empowered to support their child's learning. We engage parents through daily contact and regular focus meetings that are facilitated by children's keyworker; this ensures that parents/carers know how well their child is achieving and how they can best support them. These approaches help to improve long term outcomes for children.

School Overview

Detail	Data
Number of pupils in school	98
Proportion (%) of eligible pupil premium pupils	31%
Academic Year that our current strategy plan covers	2025 - 2026
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Chloe Summerville
Governor lead	

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Funding Overview

Detail	Amount
Pupil premium funding allocation for 2025 - 26	£28,055.00

Statement of Intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. The activities we have outlined in this statement are 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 pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- where possible, provide additional staff support in the rooms, especially at the beginning of term to help children settle and to provide additional support to children when separating from their carer. Having extra staff can ensure that the settling in procedure is tailored to the needs of the children as much as possible.
- support children to regulate their emotions and behaviours as well as making choices in their learning.
- use funding to provide resources to enable children to experience a wide range of activities e.g. plants, soil, baking ingredients, pet food etc.
- use outside providers to enhance our curriculum and provide children with more awe and wonder opportunities e.g. Living Eggs, butterflies, Farms 2 Ewe, etc. Use providers such as U Sports, Music Maestros, etc. to widen the children's experiences and facilitate learning opportunities and experiences.
- fund additional sessions and staff member time to attend relevant meetings and appointments to support parents and model positive parenting strategies.
- use our Family worker to provide a range of universal and targeted support to our families – including workshops on how to support language, potty training, behaviour management etc.

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Challenges

Challenge number	Detail of challenge
1	Readiness for nursery school – many children need support to develop active learning and independence skills when starting nursery.
2	Poor self-regulation skills amongst children that impede their ability to access the curriculum. Good self-regulation skills are linked to successful learning and problem solving. Research shows improving self-regulation skills within young children can lead to an additional 7 months' progress in the curriculum.
3	Children may have had limited experiences e.g. looking after a pet, baking, gardening, visits to external places, etc.
4	Significant numbers of pupils have difficulties with speech and language and this has an impact upon progress across the curriculum.
5	Children may have been living in an environment with emotional stress and trauma .
6	Supporting parents and their children to access all areas of learning – research (EPPSE) suggests the importance of the home learning environment is the most significant indicator of a child's successful outcomes throughout their school life.

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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 settle quickly at nursery and make good progress.	<ul style="list-style-type: none"> • Use the Leuven scale of wellbeing and involvement to measure children’s wellbeing. • Observe that children settle quickly into nursery and are ready to learn. • Children move to ‘on track’ and remain there throughout the year. • Data continues to show the children eligible for EYPP who had moved through the nursery have made considerable progress and the gap between them and the rest of the new cohort will reduce. • Children who have started in the nursery aged 2 are transferring into main nursery with more self-regulation and independence skills. This means they can access the curriculum very quickly.
Children experience a wide range of activities and learning opportunities to broaden their experiences	<ul style="list-style-type: none"> • Engagement in the breadth of curriculum on offer is high. Children enjoy and talk about their experiences • Families will be encouraged to explore a wider range of experiences outside of Nursery. We will encourage families to share these experiences on Learning Journals.
EYPP Children develop good communication and Language skills	<ul style="list-style-type: none"> • Measure the progress of children’s language against children’s learning Intentions and next steps for learning and ensure they are on track to meet the end points in Communication and language against baseline data and the rest of the cohort.
Parents receive support they need to provide the best possible home environment	<ul style="list-style-type: none"> • More coherent approach to External support. Coordinated approach to attending meetings and supporting children and families. • Families feeling that they can approach members of staff when they need support and staff know who to go to signpost them for further support. • Regular opportunities for parents to meet with key workers to discuss child’s progress and needs. • Staff to be aware of the impact of trauma and ACEs on both children and families.
Gap Narrowed between EYPP and non EYPP	<ul style="list-style-type: none"> • Improved long term outcomes for children, good progress in areas addressed. • Children leave nursery ‘on track’ and ready to start primary school. • High parental engagement with Learning Journals; share good practice to encourage other families. • Parents/carers to feel empowered to support their child’s learning.

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Activity for 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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Weekly staff meetings and regular CPD opportunities for staff including:</p> <ul style="list-style-type: none"> • PECs • Intensive Interactions • Bucket Time • Empowerment Approach • SEND Identification support • Curriculum Development • Phonics • ECAT <p>All teachers and key workers attend the weekly meetings and additional staff are invited to attend specific meetings.</p>	<p>The EEF evidence shows that effective CPD for staff can change practice and improve children's outcomes</p>	<ol style="list-style-type: none"> 1. Readiness for nursery school 2. Self-Regulation Skills 3. Limited Experiences 4. Speech and Language 5. Trauma 6. Home learning environment

Targeted Academic Support

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide additional hours if needed for children on CIN/CP Plan or identified as vulnerable.</p>	<p>According to EEF Research increasing the amount of early years education that a child receives has a positive effect on their learning with an average impact of an additional four months' progress.</p>	<ol style="list-style-type: none"> 1. Readiness for nursery school 2. Self-Regulation Skills 3. Limited Experiences 4. Speech and Language 5. Trauma

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Wider Strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide daily snack for children – this consists of toast/crackers/breadsticks and fruit.</p>	<p>It is widely acknowledged that hunger has an impact on children’s ability to concentrate and access learning; therefore, ensuring that children have a healthy snack during their session will help them to access the curriculum.</p>	<p>2. Self-Regulation Skills 5. Trauma</p>
<p>Starting nursery When children first start nursery, we give children staggered start times and provide additional keyworker support for children that struggle to separate from Parent/carer. The settling in process is very tailored to the individual needs of each child. This approach can ensure that children settle well and develop improved self-regulation skills to enable them to access the curriculum fully. Staff are trained to support children in various ways, including the use of visuals and understanding how to support self-regulation.</p>	<p>Evidence from EEF (Feb23) suggests that parental engagement approaches have, on average, a positive impact of 5 months additional progress.</p> <p>Generally, interventions which target particular families or outcomes show greater progress.</p> <p>Parental engagement in Early Years education is consistently associated with children’s subsequent academic success.</p>	<p>1. Readiness for nursery school 2. Self-Regulation Skills 3. Limited Experiences 4. Speech and Language</p>
<p>Bucket Sessions for small groups of children that focus on developing their listening and attention skills alongside their speech skills. Staff are trained to be able to deliver these sessions and support children in developing their communication and language skills.</p>	<p>According to the EEF communication and language approaches typically have a very high impact and increase young children’s learning by seven months.</p>	<p>1. Readiness for nursery school 2. Self-Regulation Skills 3. Limited Experiences 4. Speech and Language</p>

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<p>Nursery Pets We want to give children to opportunity to experience looking after pets. We will purchase guinea pigs for the nursery for all children to help look after them.</p>	<p>There is evidence to support the use of animals with children to improve language and communication, enhance interactions and to broaden experiences.</p>	<ol style="list-style-type: none"> 2. Self-Regulation Skills 3. Limited Experiences 4. Speech and Language 5. Trauma
<p>Extra-Curricular Activities Each academic year we provide children with additional experiences including Farms2Ewe, Living Eggs, Musical workshops, regular baking and gardening opportunities.</p>		<ol style="list-style-type: none"> 2. Self-Regulation Skills 3. Limited Experiences 4. Speech and Language 5. Trauma
<p>Parent Engagement Each academic year we provide opportunities for parents to become more informed about how they can support their child – this is done through online platform and in person sessions.</p>	<p>There is evidence from the EEF that parental engagement has a positive impact, with an average effect of five months additional progress.</p>	<ol style="list-style-type: none"> 3. Limited Experiences 4. Speech and Language 6. Home learning environment
<p>Healthy Eating As a nursery school we do not provide school lunches. Children who are eligible for FSM we provide a lunchbox, thermos, healthy eating pack and a monetary contribution towards the provision of a lunch for their child.</p>		<ol style="list-style-type: none"> 2. Self-Regulation Skills 3. Limited Experiences