

Pupil premium strategy statement – Blagdon Nursery School

This statement details our school's use of Pupil Premium (and recovery 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 Blagdon, 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 re-view 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, visiting farms and opportunities for sport, etc.

Money will be spent to facilitate the learning opportunities and experiences outlined in the REYS charter to provide breadth of curriculum. Engagement in the breadth of curriculum on offer is high. Children enjoy and talk about their experiences, which is evidenced on our online learning journal Tapestry. There is also evidence that families continue this learning and experiences at home as they are encouraged by what they see happening at nursery, particularly as we invite families with us when we have trips out of nursery.

We measure the progress of children's language against children's Learning Intentions 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 the weekly staff meeting where we offer a variety of CPD sessions to ensure that they have the skills to support all children within the nursery.

A small group of families receive external support from our family worker to deal with situations that can impact upon attendance, learning, behaviour and children's welfare. There is a currently Cost of Living Crisis especially impacting our area and some families are still living with the after affects of COVID; this may result in children living in an environment with emotional stress and trauma. To help support this we fund additional sessions and staff member time to attend relevant meetings and appointments to support parents and model positive parenting strategies.

There is a coordinated approach to supporting children and families, through attending relevant meetings, offering parenting workshops and supporting families as needed. We support 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. We use Tapestry to engage parents by suggesting a home learning extension/embedding activity for each observation. We provide information on the weekly topic and suggestions of ways parents/carers can support their children's learning at home. We record stories and songs for key topics on Tapestry 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	
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025/27
Date this statement was published	October 2025
Date on which it will be reviewed	Sept 2026
Statement authorised by	Joanne Budge
Pupil Premium Lead	Charlotte Jennings
Governor / Trustee lead	Sarah Cooper

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,000 (estimated)
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	

Part A: Pupil premium strategy plan

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.
- ensure individual support is given using bespoke specialist EYP to extend and scaffold children's social and emotional skills as well as specific gaps in their learning.
- 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, KinderMusik, etc. to widen the children's experiences and facilitate the learning opportunities and experiences outlined in the REYS charter to provide breadth of curriculum.
- partially fund Leighann (Specialist Learning Mentor) to work supporting eligible children's language and upskilling staff via modelling, training and indirect coaching.
- fund additional sessions and staff member time to attend relevant meetings and appointments to support parents and model positive parenting strategies.
- implement Coffee Mornings for families to drop-in; this can evolve as the needs evolve, e.g. we could invite family workers to talk about Trauma or financial advice, etc.
- work in partnership with the Children's Centre to provide families with additional support where needed. Staff to be aware of how we can access support for these families, e.g. REDI Food, Whitley Community Café, Cow Shed, etc.
- Work in partnership with the Stronger Practice Hub to access evidence informed training, and specialist networks to support staff knowledge
- 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.
- facilitate Trauma Informed Training for staff via online training and during INSET/Staff Meetings.

- Introduce a weekly Transition session for 6 weeks prior to children starting nursery to support families with helping to ensure their children are ready to start nursery; this will be a session where the parents/carers will come along with their children.

Challenges

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

Challenge number	Detail of challenge
1	Readiness for Nursery – 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. Research from Aspire 2 Charity (July 2018) concluded that limited experiences for the people of Whitley had a direct link to low aspirations and poorer outcomes.
4	Significant numbers of pupils have difficulties with speech and language and this has an impact upon progress across the curriculum.
5	A small group of families receive external support from Early Help, social worker etc. to deal with situations that can impact upon attendance, learning, behaviour and welfare of pupils. This is of particular concern in this academic year due to the Cost-of-Living Crisis.
6	Children living in home environments that have been financially impacted by the Cost-of-Living Crisis .
7	Children may have been living in an environment with emotional stress and trauma .
8	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.

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.

	<ul style="list-style-type: none"> 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 (evidenced on Tapestry and through our weekly curriculum catch up). Parents/Carers will accompany us on various trips throughout the year, thus widening their own experiences and those of their children. Families will be encouraged to explore a wider range of experiences outside of Nursery. We will encourage families to share these experiences on Tapestry.
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. Parents/carers attend coffee mornings and they are success in supporting the needs of the families. Staff to be aware of the impact of trauma and ACEs on both children and families. Parents/Carers attend Stay and Play sessions and use ideas/resources at home with their children.
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. Children leave nursery on track and ready to start primary school High parental engagement with Tapestry; share good practice to encourage other families. Parents/carers to feel empowered to support their child's learning.

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: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly staff meetings with CPD sessions for staff including; <ul style="list-style-type: none"> Sensory processing and self-regulation Positive Behaviour Management Strategies 	It is widely acknowledged that CDP is an important element of ensuring that the workforce is well supported and have the knowledge/skills to carry out the job to the best of their ability. A well-trained staff means that the children have access to high quality	1 – Readiness for Nursery 2 – Self-regulation skills 3 – limited experiences 4 – speech & language skills 5 – external support 6 – financial impact 7 – trauma

<ul style="list-style-type: none"> • Children’s Mental Health and Well being • High quality interactions • High quality environment to support teaching & learning • Focus Stories • SEND identification /support • Safeguarding/vulnerable children & families <p>The vast majority of staff are paid to attend the weekly meetings; this means that staff who are working directly with the children feel supported to be able to do so effectively.</p>	<p>teaching and learning, which has a direct impact on their future outcomes.</p> <p>We will consider the EEF Guide to Professional Development in the Early Years when planning and implementing our CPD programme.</p>	<p>8 – home learning environment</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide additional hours if needed if a child is on a CP/CIN plan, supported by Early Help 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> <p>EEF Extra Hours</p>	<p>1 – Readiness for Nursery 2 – Self-regulation skills 3 – limited experiences 4 – speech & language skills 5 – external support 6 – financial impact 7 – trauma</p>

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

Budgeted cost: Approx. £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide daily snack for children; this consists of toast and fruit, alongside milk provided to us</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 7 – trauma</p>
<p>Family worker to support families as needed; this can include;</p> <ul style="list-style-type: none"> • provide support with housing, • attending TAF, CIN, Core group meetings • provide domestic abuse advice, 	<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>1 – Readiness for Nursery 2 – Self-regulation skills 5 – external support 6 – financial impact 7 – trauma 8 – home learning environment</p>

<ul style="list-style-type: none"> • accompanying families to professional meetings or looking around provision • helping to access family services and signposting to extra support • advice on finance and debt • resettlement support • adult education support • local community engagement • running workshops to support families with advice for topics such as toilet training, behaviour, etc. • making referrals to Children’s single point of access, • making wellbeing calls & carrying out home visits if necessary • checking in on families and being a listening ear. 	<p>Parental engagement in Early Years education is consistently associated with children’s subsequent academic success.</p> <p>EEF Parental Engagement</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>EEF Parental Engagement</p>	<p>1 – Readiness for Nursery 2 – Self-regulation skills 3 – limited experiences 4 – speech & language skills</p>
<p>To support a smooth transition to Primary School we support families with the application process and signpost them to local schools. We ensure that we keep them informed with open days at local schools as much as possible. If necessary, the Family Worker or Inclusion Manager will support families with school visits or giving advice around how to choose a school that can meet the needs</p>	<p>It is widely acknowledged that a well-planned and supported transitions are an important factor in children settling into their new schools and as such being ready to engage with the learning opportunities available to them in their reception classes.</p>	<p>2 – Self-regulation skills 5 – external support 6 – financial impact 7 – trauma</p>

<p>of their children. Ensuring that parents/carers are adequately</p>		
<p>Bucket Sessions for small groups of children that focus on developing their listening and attention skills alongside their speech skills. Individual action plans written to identify areas of weakness in aspects of learning so that focussed learning opportunities are planned. This support will help to ensure that children make progress against their individual targets. 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>EEF Communication and language approaches</p>	<p>1 – Readiness for Nursery 2 – Self-regulation skills 3 – limited experiences 4 – speech & language skills</p>
<p>Visits to the local library and the local Community Café. We go in key groups so we can ensure that children get the most from this experience. We invite parents/carers to come with us; this introduces families to the local library and the surplus food that is available at the Community Café. This experience can help to develop communication and social skills. It also brings awareness to what is on offer in the local community to children and their families. The librarian also visits the nursery to deliver story times and activities linked to our Focus Stories.</p>	<p>Research from Aspire2 Charity concluded that limited experiences for the people of Whitley had a direct link to low aspirations and poorer outcomes (Nov18)</p> <p>Aspiration in Whitley report Nov18</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>EEF Parental Engagement</p>	<p>2 – Self-regulation skills 3 – limited experiences 4 – speech & language skills 6 – financial impact 7 – trauma 8 – Home learning environment</p>
<p>Widening the experiences of children who attend Blagdon Nursery. Throughout the year we will offer children a wide range of events, e.g. listening to a musical instrument, stroking an animal, flying a kite, sitting around a bonfire, planting and growing, etc. Our REYS charter seeks to offer children enriched experiences that are often not available to them elsewhere.</p>	<p>Research from Aspire2 Charity concluded that limited experiences for the people of Whitley had a direct link to low aspirations and poorer outcomes (Nov18)</p> <p>Aspiration in Whitley report Nov18</p>	<p>2 – Self-regulation skills 3 – limited experiences 4 – speech & language skills 7 – trauma 8 – Home learning environment</p>

These experiences help to develop communication and social skills particularly developing descriptive language. They also enable children to be able to understand and access our Focus Stories more confidently.

Mobile Farm/Ducks hatching /caterpillars

The children will have a first-hand exciting experience with farm animals. They will have a better understanding of lifecycles as they will be able to observe the changes as they take place.

Children are able to have close contact with farm animals as not all our children have the opportunity to do this outside of Nursery. The emphasis is on touching and feeding the animals to build confidence and awareness. This helps to develop communication and social skills, particularly developing descriptive language.

Usports (*Summer 26*) are an outside agency who provide multi-skilled sports sessions. They attend weekly in the summer term and the staff in the room support the sessions, which helps to upskill them too. These sessions help to develop motor skills alongside communication and social skills. The children will be building positive learning behaviours during the sessions, e.g. resilience, independence etc.

Music with Ellie and outside agencies, e.g. Kindermusik (*Throughout the year*)

According to research by the London School of Childcare Studies (Oct24) animals have a unique ability to support our children's emotional growth in profound ways. Whether through interactions with family pets or simply observing animals in the park, these experiences can significantly foster emotional intelligence (EI) in young children.

They also suggest that the following areas are supported by having access to animals in the early years;

- fostering empathy & compassion
- developing social skills
- overcoming fears and build emotional resilience

London School of Childcare Studies Research

According to the EEF, approaches supporting physical development and activity in young children can have a valuable positive effect on their learning of five months additional progress, on average.

There is some evidence that programmes that combine physical activity with strategies to promote self-regulation can improve executive function and have a positive impact on learning and that integrating physical development activities in other areas of the Early Years curriculum can be beneficial.

EEF Physical Development Approaches

According to the EEF, arts participation approaches (such as music) can have a positive impact on academic outcomes in other areas of the curriculum.

<p>Through these experiences children will see a range of instruments and how they work, how to care for the instruments etc, listen to and join in with a wide range of music related to seasons and event e.g. black history month, harvest, etc.</p>	<p>EEF Arts Participation</p>	
<p>Attendance Monitoring Daily calls to monitor reasons for non-attendance for safeguarding Offer of support for parents who struggle to get children in on time or in to Nursery at times.</p>	<p>Good attendance in UK early years settings provides children with a sense of security, helps them develop social skills and confidence, and builds positive routines for future learning. Regular attendance supports crucial language and communication development, widens social experiences, and establishes strong foundations for academic achievement and long-term success. Early attendance is a key intervention to prevent disengagement, as disengaging early can lead to future problems, according to the N8 Research Partnership.</p>	<p>1 – Readiness for Nursery 2 – Self-regulation skills 3 – limited experiences 4 – speech & language skills 7 – trauma 8 – Home learning environment</p>

Total budgeted cost: £39,000 (estimated)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

41% of our children had EYPP 2024/25 (average across the year)

Budget for 2024/2025 £50,886

Externally provided programmes

Please include the non-DfE you used your recovery in the previous

Areas of Learning	Children on track or higher in July 2025 (excluding SEND)	
	All	EYPP
Communication and Language	96.2%	100%
Physical Development	98.1%	100%
Personal, Social & Emotional Development	100%	100%
Literacy	96.2%	100%
Maths	94.2%	100%
Understanding the World	98.1%	100%
Expressive Arts & Design	96.2%	100%

provided

names of any programmes that pupil premium (or premium) to fund academic year.

Programme	Provider
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

N/A

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

The provision of a family worker has supported all our children but particularly those eligible for EYPP. Sessions around toilet training, parenting, setting boundaries as well as communication, language early maths have helped to build positive relationships with our families and help them to see school as a positive place, laying firm foundations for the future. Other support included completing school applications, school appeals, signposting for housing advice, and tax credits, PIP, finances etc. We have signposted mental health resources and made regular wellbeing calls, as well as sourcing and providing food parcels.

Supporting parents with toilet training, ditching the dummy etc have helped parents to ensure their children are school ready. The impact of parental support enables the families to feel empowered by giving them the support, guidance and tools to enable them to be able to do things for themselves.

Our highly sequenced and broad curriculum has helped to extend children's early language and given them opportunities to experience a range of experiences as well as the chance to work with professionals in their field.

The introduction of EYPP for 2-year-olds have meant our work is able to start earlier and we are seeing outstanding progress in all our eligible children.

Whilst our number of children (and therefore our funding) can vary we have become adept at using our funding flexibly to meet the needs of each cohort.