

Pupil premium strategy statement – Stoneygate 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	70 Summer Term 2025
Proportion (%) of pupil premium eligible pupils	48.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Nadia Hunt
Pupil premium lead	Nadia Hunt
Governor / Trustee lead	Yetunde Onilogbo

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Autumn Term 2024 £3162 Spring Term 2025 £2917.20 Summer Term 2025 £6600 Total = £12679.20
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£12679.20

Part A: Pupil premium strategy plan

Statement of intent

Stoneygate Nursery School is set within an area of high deprivation. The following 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 effect that last year's spending of Pupil Premium had within our school.

At Stoneygate Nursery School, our intention is that all children, irrespective of their background or the challenges that they face, make good or better progress towards achieving their developmental milestones and ultimately, are 'school ready' by the time they leave our setting. We aim to support both disadvantaged pupils in closing any gaps in their knowledge/skills and aim to ensure good or better progress for those pupils who may already be high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those children with Special Educational Needs and Disabilities (SEND).

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 both personal and responsive to both our contextual challenges and the individual needs of our pupils. The approaches we have adopted, complement each other in helping children excel. To ensure they are effective, we will 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: Communication and Language development	Our baseline assessments indicate that a large number of our children enter nursery with significant delays in speech and language development and require early intervention. Support from outside agencies is often needed.
2: Personal, Social and Emotional Development	Our baseline assessments and observations highlight that a large number of our children have social, emotional and behavioural barriers that are holding them back from being in a position where they are 'ready to learn'. In particular, our children have weak emotional regulation; children's ACEs are having a negative impact on their PSED levels as they are struggling to share their needs and wants appropriately. In addition, children can find it difficult to adjust to routines

	and boundaries and need support to learn how to self-regulate. For many of these children, additional interventions are needed to support progress within this area and in some cases, support from outside agencies is required.
3: Self Help, Independence and Play Skills	Our baseline assessments and observations show that children's independence and self-help skills can be significantly lower than expected. This has huge impacts upon some children's learning, confidence and access to learning opportunities. Some parents need support with knowledge around how to teach some of these key skills, such as toilet training/oral hygiene. In addition, many of our children have noticeable limited play skills - staff are having to spend a lot of time modelling and demonstrating simple early play behaviours and having to help structure play through guided activities, in order to teach turn-taking and sharing
4: Limited Cultural Capital	For many of our children and families, experiences outside those within the family home, are often very limited. Opportunity to develop an understanding and belonging of themselves as part of a local community is often non-existent and for some families, simple opportunities to build routines around mealtimes or bedtime can be a struggle or forgotten.

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
For children to access interventions in Nursery to enable their language and communication to develop. Children will become improved communicators, who can express their wants and needs clearly and converse with both peers and familiar adults.	EYPP children to achieve the same levels of progress as their peers.
Children will have strategies to manage their feelings and behaviours, enabling them to fully access all areas of the Nursery curriculum.	Children will achieve the same levels as their peers in all areas of PSED.
For children to have improved self-help and independence skills, enabling them to be able to better manage their own needs and wants and have improved access to provision on offer.	EYPP children to achieve the same levels of progress as their peers.
To improve interactions between pupils and practitioners, focusing on modelling early play	

skills and extending language through the ShREC approach.	
Through a broad, balanced and enriched curriculum, children have opportunities for first-hand experiences, which impact on their learning. To provide enrichment opportunities through visitors to the setting and trips out into the local community.	Opportunities will run throughout the year for all pupils.

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: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training within school – Basic Makaton, Attention Autism Refresher and any other recommended SEND teaching strategies	Data and research driven.	1, 4
TA hours given to support Speech and Language interventions and WellComm sessions	Allocation of an adult to deliver interventions for identified children at an early stage.	1
Access to Forest School and all outdoor curriculum spaces. Purchasing of resources for outdoor play areas to increase engagement.	Mental Health, Wellbeing and physical health focus.	1, 2, 3, 4
BEHAVE training (supporting understanding of children's behaviour)	Understanding of the theory behind behavioural responses in children and how to manage these, using Emotional Coaching techniques.	2, 1

Parental workshops for play skills, toileting, oral hygiene and high quality 1:1 interactions. Delivery of workshops to parents.	Allocation of staff members to deliver workshops to parents to educate around key self-help and independence skills.	1,3
VR Attachment and Trauma training	Training for staff to gain a more in-depth understanding into how trauma affects the learning and development of our pupils and adjust practice to support.	1,2,3

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

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
WellComm Speech and Language Programme	Evidence in Nursery shows positive impact this intervention has on children's progress in speech and language.	1
Teacher led intervention groups e.g. Early Years Talk boost, Attention Bucket, Concept Cat	Evidence shows that children's progress in 'Communication and Language' and 'Listening and Attention' is higher from attending focused intervention groups.	1, 4
Little Hoppers sessions	Physical experiences with basic ball skills and movement, provided for the Oaks and Acorns cohorts. Helping to develop connections between brain, body and mind and developing a basic awareness of healthy lifestyle and movement. Opportunity to develop physical play, health, self – care and wellbeing alongside communication and language, listening and following instructions.	1, 2, 3, 4
Super-Hero Yoga sessions	Gym-yoga sessions in setting help improve and support language development and communication skills. Building confidence and providing opportunities through movement to hear, listen, follow instructions, sing, create, be imaginative and develop mindfulness, self-awareness, concentration and focus.	1, 3, 4

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

Budgeted cost: £ 2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of additional resources to support physical and sensory needs/regulation	Children need to be able to recognise, articulate and manage their emotions before they are ready to access learning.	1, 2 and 3.
To enrich children's life experiences.	<p>Evidence in Nursery School demonstrates that these activities have supported children's learning and motivation to learn. By providing experiences, visits and visitors, the children will have more real-life events to draw upon when communicating with others; making links in their learning and being aware of the world around them.</p> <p>Children will participate in Forest School sessions and enjoy wider experiences like hatching chicks and butterflies, handling animals/aquarium roadshow, and visits to the library, town centre and bus/train station. Sports coaching/gym-yoga sessions will also provide children with physical and community-based experiences.</p>	1, 3, 4
Resources to ensure that all children have a Nursery Book Bag to participate in the school library system.	Sharing stories in the family home supports children's early reading, language and communication. It develops parents understanding of how they can support their children's learning at home.	1, 4
Early Help supports families and children to maintain a high level of wellbeing so that children and families thrive.	<p>DSL's and HLTA's provide early help and support, supporting children, families through understanding and signposting to multi- agency groups providing all the support we can in Nursery.</p> <p>SENCo and DSLs refer children and families to CFW, Social Care, Community Paediatrics, etc to help meet their needs and provide the support they need to thrive.</p>	1, 2, 3, 4

Total budgeted cost: £ 12500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have worked to support those families with EYPP children by providing them with targeted support, interventions, small group work, family support and enhancements with visitors and resources. Throughout the year we have tracked and monitored the experiences and progress of these children and analysed their development against typical development. Staff have regular meetings to discuss children's development and interventions are quickly put in place alongside adaptations to teaching and learning styles and planning opportunities.

The children at Stoneygate Nursery School generally have low starting points and join us below their age expected development. Carefully planned activities were designed to support each individual child to narrow any gaps and to support them to make the best progress. All staff are aware of all EYPP children and are experienced in scaffolding and extending learning to build on children's knowledge and support progress across all areas of learning. Communication, Language and Literacy was prioritised for our children after baseline assessments and we also used WELLCOMM as an assessment tool. This enables us to provide bespoke interventions for our children to enhance their individual development and progress.

We ensured that our learning environments both inside and out were secure and nurturing yet stimulating with many open ended and language rich opportunities for children to engage in experiences that will enable them to develop curiosity and initiate their own ideas. Children were confident to express themselves effectively in their speaking, learning new and rich vocabulary through

- Developed and enhanced small world resources throughout the school.
- Developed and enhanced role play provision in the classrooms.
- A range of experiences provided to widen the children's Cultural capital including Super-hero yoga and chick hatching.
- EYPP money funded some additional Teaching Assistant hours to provide extra interventions and support for those children during the school day, including, where appropriate, over the lunch-time period.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
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WellComm	G L Assessment
Enhancing Outdoor Provision	LCC