

# Pupil premium strategy statement – Cippenham Nursery School

While schools must publish certain information online relating to the pupil premium grant, they do not need to publish information regarding EYPP spending. However, we have provided this summary of how we have spent EYPP during the past academic year.

This statement details our school's use of Early Years 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, Aut, Spr, Sum	136	151	148
Number of children entitled to EYPP aged 2-4 years	18	33	33
Proportion (%) of pupil premium eligible pupils			
Academic year that our current pupil premium strategy plan covers	2024/25		
Date this statement was published	October 2025		
Date on which it will be reviewed	October 2026		
Statement authorised by	Headteacher		
Pupil premium lead	Nisha Gill		
Governor / Trustee lead			

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10604.96
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£10604.96

# Part A: Pupil premium strategy plan

## Statement of intent

- Expectations are high for all pupil groups and individuals. We do not necessarily equate deprivation and challenge with low ability.
- Not all pupils who qualify for FSM are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered for FSM. We compare the progress of Pupil Premium children with other cohorts.
- All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into the teaching programme.
- We review each year to decide how to spend the money. The children's interests and learning-styles, are considered to gain the most impact on progress from starting points and achievement.
- Children are not socially isolated when providing support, therefore, during free-flow activities, non-PP learners will also be included if they have similar needs or show an interest in the activity.
- The school makes a determined effort to identify and monitor our pupil premium pupils which is evidenced through the work of the EYPP support teachers' planning and our progress tracking documents.
- Pupil premium pupils are prioritised for spaces in funded out of school provision, e.g., Breakfast/lunch club.
- Working with parents to understand the importance of regular attendance and home learning
- We adopt a solution-based approach to overcome barriers to attendance and learning.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance: Attendance has always been a challenge and this year EYPP children achieved an average of 82.7 % for the year.
2	SEN: Children who have SEN and are EYPP, have greater needs and more parental support is needed. SALT, EP and assessments have long waiting lists which impact on applying for EHCP's.
3	Parenting capacity: Parental anxiety and mental health has been declining, impacting on their capacity to provide good enough parenting. High numbers of children spend excessive amounts of time watching a screen resulting in lower PSED and C&L
4	Family socio-economic status: In the current climate families are facing financial crisis and this impacts in several ways on the household: housing, food, evictions, transport to and from school, household essentials, which can all effect the mental health and development of the child and family.

## 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
Improve communication and language for all children with a targeted focus on disadvantaged children	Assessments and observations on EYFS tracker along with professional discussions with staff show children make good progress from starting point.
Focus on prime areas of learning	Comparison of the performance of EYPP children will be compared with their peers to ensure the attainment gap is closer.
To remove barrier to learning	Key workers and the nursery's Family support worker work closely with parents to encourage good attendance through careful multi agency planning, implementing support in areas identified as a barrier i.e. Transport, housing, Mental Health.

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support worker development	EEF- Wider strategies Working together to improve attendance	1,2,3,4
SALT support and interventions for SEND	EEF- Targeted academic support Making the best use of TA's	2
Maths champion training	EEF- High quality teaching	2,3
Staff training to support Speech, language and communication.	EEF- High quality teaching	2,3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children's Holistic Yoga	Support self-regulation, self-awareness, improves balance, core strength and co-ordination, communication and language. Themes link with curriculum	3,4
SEND Intervention	Modelling and exposing children to a rich language environment supports language acquisition through planning in the moment, sensory circuits and one to one support.	2,3
Play group	Early intervention and support can be put into place and early signposting to services allow families to receive intervention before crisis.	2,3,4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parenting support groups	Supports parents to implement rules and boundaries in place and manage behaviour and learning at home	1,3
Funded breakfast, lunch club	Allows parents to access work, attend appointments and be prepared for learning	4
Providing meals	Allows parents to access work, attend appointments and children to enjoy a meal in a social environment	4
Providing resources to continue home learning	Supports parents to plan and continue learning at home. Parents feel better prepared and empowered to support their child. Child make better progress.	2,3,4
Provide wider experiences not otherwise available to the child.	Increase cultural capital and support children wellbeing and involvement.	1,3,4

**Total budgeted cost:** £ Dictated by need and support required, most years EYPP funding has been topped up from school funds

## **Part B: Review of the previous academic year Outcomes for disadvantaged pupils**

Please see Early Years Pupil Premium (EYPP) 2024-25 report on the school website for school data on attainments, interventions and spend to address wider issues impacting EYPP children's performance. The school recognises that there has been a year-on-year decline in communication and language and therefore continues to implement resources and strategies and evaluate their effectiveness in closing the attainment gap. The impact of the Covid-19 pandemic still continues to accelerate the rate of delay in all prime areas and reduced face to face support from professional agencies i.e., SALT. The strategy of upskilling experienced staff to provide 1:1 and group interventions through planning in the moment has shown to be effective and aligns with our statement of intent.

### **Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
IT KIT	LTC Early intervention toolkit
SALT support workshops	CYPIT
Various workshops for parents	GEMS
HENRY parenting workshops	Clinical research by York university