

## Early Years Pupil Premium Strategy statement 2025-26

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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Grasmere Nursery School
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	<b>Autumn</b> 176 ( 13 eligible for EYPP) <b>Spring</b> 200 ( 16 eligible for EYPP)
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	January 2026
Date on which it will be reviewed	May 2026
Statement authorised by	B.Tewe
Pupil premium lead	B.Tewe
Governor	J Arenus

### Funding overview

Detail	Amount
Pupil premium funding allocation – Autumn term	£7410
Pupil premium funding allocation – Spring term	£1710
<b>Total Budget for this academic year</b>	<b>£9120</b>

## Part A: Pupil premium strategy plan

## Statement of intent

At Grasmere Nursery School we want every child regardless of their background or the challenges they face to have a positive start, make significant progress and achieve high attainment in all areas of learning. The main objective of our pupil premium strategy is to support all children who are at risk of disadvantage in achieving this goal, including those who are already high attaining.

Our overarching aim is to provide a high-quality Early Years education for all our children and through this to give them a solid foundation for a lifelong love of learning. We continually strive to enable each child to fulfil their full potential, to thrive within society and to contribute their own skills and talents in the service of others. We believe that "it takes a village to raise a child" and to this end, we work closely with our families, other schools and service providers to give each child the best possible start in life.

We are committed to raising pupil achievement for all and bridging the gap between pupil groups is fundamental to how we use the pupil premium grant. Our strategy is to identify the key actions for individual children and families that will make a difference. School leaders stay informed about current research and use this to guide decision-making. Each child's achievements and potential barriers are carefully assessed, discussed and reviewed in partnership with parents and carers. This process is regularly monitored and reviewed.

## Challenges

Challenge number	Detail of challenge
1	Assessments, observations, and transition information indicate that many children, including those at risk of disadvantage, have low starting points in Maths, Literacy, and Communication and Language (C&L), below those expected for their chronological age. This is evidenced through data, pupil progress meetings, and observations.
2	Our pupil premium (PP) children have limited experiences of learning beyond the school environment, for example a lack of enriching opportunities such as outdoor experiences, library visits, and museum visits.
3	A small minority of children at risk of disadvantage have significant additional needs and require the support of external professionals and close support of staff in the school to keep themselves safe and access the curriculum.
4	To ensure that the home learning environment promotes strong and positive attachments, a small proportion of PP families require support with Communication and Language (C&L) and Personal, Social and Emotional Development (PSED). Without appropriate support, children may be more likely to display challenging behaviour and emotional difficulties, which can have a detrimental impact on their academic progress. The need for additional support is evidenced through the involvement of the Family Worker team (CPOMS).

## 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, including vocabulary development	<ul style="list-style-type: none"> <li>• Children make strong progress from their starting points, particularly in C&amp;L</li> <li>• Children demonstrate improved vocabulary and speaking/listening skills in observations and assessments</li> <li>• Children are well prepared for the next stage of their education</li> <li>• Additional Small Group Support for specific interventions addressing individual pupil targets, e.g. Attention Skills, Early Phonics</li> </ul>
All EYPP children who are not on track in their EAD development to make steps to closing the gap to their peers	<ul style="list-style-type: none"> <li>• Interventions such as, music sessions, Yoga and mindfulness will be in place if appropriate</li> <li>• All children who are not on track in will have clear and concise targets in the weekly plans.</li> </ul>
Children at risk of disadvantage with significant additional needs are well supported	<p>Children will receive timely support from external professionals</p> <ul style="list-style-type: none"> <li>• Children will access a curriculum designed to both meet their needs and provide challenge</li> </ul>
Strong home learning environments support children's progress	<ul style="list-style-type: none"> <li>• Families engage positively and work in partnership with the school</li> <li>• Families report increased confidence in supporting their child's learning</li> <li>• Evidence (e.g. observations, assessments, CPOMS, and family feedback) shows improved outcomes linked to home support</li> </ul>

### Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching and Targeted academic support

Budgeted cost: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Targeted Communication and Language interventions</b> (e.g. Lift Off to Language) will address foundational gaps impacting Literacy and Mathematics.	There is a strong evidence base that suggests oral early language interventions is key when addressing communication and language barriers: <a href="https://educationendowmentfoundation.org.uk/education-evidence/earlyyears-toolkit/communication-and-language-approach">https://educationendowmentfoundation.org.uk/education-evidence/earlyyears-toolkit/communication-and-language-approach</a>	1,2,4
Wrap around care and lunch time care is provided to help support parents and extend sessions to 30 hours where appropriate.	There is strong evidence that there is a link between low family income and poor academic achievement. By supporting parents back to work will improve outcomes for children.  <a href="https://www.lse.ac.uk/business/consulting/assets/documents/closing-gapsearly.pdf">https://www.lse.ac.uk/business/consulting/assets/documents/closing-gapsearly.pdf</a>	1,3
Parental collaboration is a key driver in the Nursery. Funding is used to ensure that parents/carers receive updates from keypersons. Leadership time is used to create a responsive annual parental engagement strategy.	Parental engagement in early years education is consistently associated with children's subsequent academic success.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/earlyyears-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/earlyyears-toolkit/parental-engagement</a>	2
Promoting our Grasmere Goal such as Love of books	The school library is accessed by every class and parents and children have access to the library <a href="https://educationendowmentfoundation.org.uk/education-evidence/earlyyears-toolkit/communication-and-language-approach">https://educationendowmentfoundation.org.uk/education-evidence/earlyyears-toolkit/communication-and-language-approach</a>	1

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

Budgeted cost: £ 3010

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wrap around care	Pupils from disadvantaged backgrounds are less likely to have access to wider family support for emergency appointments. This often affects attendance.  <a href="https://www.lse.ac.uk/business/consulting/assets/documents/closing-gapsearly.pdf">https://www.lse.ac.uk/business/consulting/assets/documents/closing-gapsearly.pdf</a>	1,3,4

Family worker supports families with attendance, behaviour, well-being and outcomes for those eligible for PP	Levels of parental engagement are consistently linked to improved academic achievements, and parents play a critical role in promoting their children's learning. <i><a href="https://educationendowmentfoundation.org.uk/education-evidence/earlyyears-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/earlyyears-toolkit/parental-engagement</a></i>	1,4
Funding to provide school uniforms and PE kits in the summer term	Pupils from lower socio economic households are less likely to be able to afford the cost of uniforms. <i>School uniform EEF</i> <i>(<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</i>	2

**Total budgeted cost: £ 9120**

## Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

### Attainment Overview Table

Area of Learning	Not on Track (%)	On Track (%)	Above (%)	Not on Track (No.)	On Track (No.)	Above (No.)
Communication & Language	23%	77%	0%	3	10	0
Personal, Social & Emotional Dev.	8%	92%	0%	1	12	0
Physical Development	8%	92%	0%	1	12	0
Literacy	31%	69%	0%	4	9	0
Mathematics	31%	69%	0%	4	9	0
Understanding the World	23%	77%	0%	3	10	0
Expressive Arts & Design	15%	85%	0%	2	11	0

The data indicates that most pupils are on track across all areas, with particularly strong outcomes in Personal, Social and Emotional Development and Physical Development (92% on track). This suggests that pupils are well supported in their wellbeing, relationships, and physical readiness for learning.

However, there are clear attainment gaps in Literacy and Mathematics, where 31% of pupils are not yet on track. Communication and Language and Understanding the World also show a notable proportion (23%) of pupils below expected levels. These areas are critical as they underpin future academic success and are often linked to disadvantage.

No pupils are currently assessed as above expected levels, indicating a need to increase challenge and stretch, particularly for more able disadvantaged pupils.

Implications for Pupil Premium Strategy:

- Prioritise targeted support in Literacy and Mathematics, including early language development, phonics, and number fluency interventions.

- Strengthen Communication and Language provision, as this is likely contributing to lower outcomes in core areas.
- Maintain strong practice in PSED and Physical Development, using these strengths to support engagement and readiness to learn.
- Introduce strategies to promote greater depth learning, ensuring disadvantaged pupils are also achieving at higher levels, not just meeting expectations.

Overall, the data highlights the need for a balanced approach: closing gaps for those not on track while also raising attainment for all, particularly the most able disadvantaged pupils.