

Pupil premium strategy statement

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	Bowerdean and Mapledean Nursery School
Number of pupils in school	148
Proportion (%) of pupil premium eligible pupils	27% {eligible for EYPP}
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Linda Lyons & Zoë Staines Co-Headteachers
Pupil premium lead	Linda Lyons & Zoë Staines Co-Headteachers
Governor / Trustee lead	Alice Memminger Governor

Funding overview

Detail	Amount	
Pupil premium funding allocation this academic year	At Dec 25	£15,504
Recovery premium funding allocation this academic year	£0	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£15,504	

Part A: Pupil premium strategy plan

Statement of intent

At Bowerdean and Mapledean Nursery School we strive to ensure that all children, regardless of their background, have equal opportunities in the setting, make excellent progress and reach their full potential across all areas of the curriculum. The focus of our pupil premium strategy is to support all children at risk of disadvantage in achieving these goals.

When allocating the pupil premium funding we take a holistic approach; considering the starting point of individual children and taking into consideration potential challenges that may impact on attainment. Funding is carefully allocated to support children irrespective of their baseline.

We also recognise that not all children who face disadvantage may be in receipt of Pupil Premium funding. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Pupil premium funding will be allocated following a deprivation/disadvantage needs analysis which will identify priority groups or individuals.

At Bowerdean and Mapledean Nursery we strive to provide high quality teaching and an enriching and engaging environment where children can thrive regardless of any disadvantage. Funding is carefully thought out to best meet the needs of individual children. Key actions are set out for the children and their families, and decisions are based on baseline data as well as conversations with parents and carers. Children's attainment, progress and potential barriers to learning are reviewed termly, monitored to ensure the funding is having a positive impact.

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data indicates that all children at risk of disadvantage in the Nursery have attendance that falls below what is expected in schools.
2	Baseline data and transition meetings with parents/carers indicate that many children are working below age related expectations in the three prime areas of the curriculum.

3	Some children require support to ensure that the home learning environment promotes early learning.
4	Some children at risk of disadvantage have English as an additional language and are at the early stages of speaking English.
5	Some children at risk of disadvantage have low level and emerging needs and would benefit from individualised support provided by our team of specialist Early Years Practitioners.

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
To achieve and sustain improved attendance for all children in the Nursery, especially those at risk of disadvantage	• Termly data will show improved attendance • Clear systems for monitoring attendance and offering support will be in place • Absences will be consistently followed up on the first day
Improved communication and language skills	• Children will make strong progress from their starting points • Increase in the number of children on target in communication and language
Improved vocabulary	• Children will participate in groups to support their early communication skills and make rapid progress in speaking and understanding English
Families will be supported to ensure that the home learning environment promotes early learning	• Key people will strive to develop positive relationships with parents and carers • Families and staff will work collaboratively towards shared outcomes
Children with additional needs will be referred to relevant professionals and supported in setting through targeted interventions	• Children will make progress in all areas of the curriculum regardless of their starting point • Staff will deliver interventions following advice from external professionals

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 and targeted academic support

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extended sessions offered to some target pupils with the intention of improving attendance and provide them with further opportunities in line with peers entitled to 30 hours funding. This would also allow parents to get back into the workplace.	There is a strong evidence that there is a link between low family income and poor educational attainment. Outcomes for children are likely to be improved if parents are back in work and they have access to increased hours at Nursery. http://www.lse.ac.uk/business/consulting/assets/documents/closing-gaps-early.pdf	1
Access to training for staff, to support children with delayed communication skills. Staff will be able to access training led by local SALT or to enable SEN specialist staff to upskill others.	There is a strong evidence base that suggests early intervention for children with speech and language delay will improve educational outcomes for children going forward in their education. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/931312/BSSLC_Supporting-evidence.pdf	2, 3, 4, 5
The Nursery strives to ensure that parental collaboration is key to ensuring children reach their full potential across the curriculum.	Parental engagement in early year's education is consistently associated with children's subsequent academic success. http://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement	1,3
Individual and small group support is provided for children where needs are identified in order to support their development and fully access the curriculum.	There is strong evidence to suggest that where support assistants are used effectively, following advice from senior teachers and external professionals, children can achieve better outcomes and greater independence. http://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants#nav-download-the-guidance-report-and-poster	2, 3, 4, 5

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

Budgeted cost: £5,504

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased hours offered to some children with the aim of improving attendance so that it falls in line with their peers.	https://www.nuffieldfoundation.org/project/the-impact-of-nursery-attendance-on-childrens-outcomes	1,3 - principally 2,4,5
Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment Activities; e.g. owl visits, zoolab, Lido trips, museum visits,	New research reveals positive link between enrichment and tackling the school attendance crisis Centre for Young Lives Press Release All children access a wide variety of enrichment opportunities, both on site in our Nursery or off-site, as we recognise that the vast majority of our cohort face some form of disadvantage. Parents are encouraged to join these sessions to promote parent-child communication and strengthen home learning.	1,3 - principally 2,4,5
Activity	Evidence that supports this approach	Challenge number(s) addressed
Play modelling sessions	Parent-Practitioner Support to Improve Child-Level Outcomes Families are supported by practitioners to develop play skills to improve outcomes for children at risk of delay. Home resources are provided for parents to use and practitioners guide and support families to use these with their children.	3, 2, 4, 5

Total budgeted cost: £ 15,504

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

We have analysed the progress of those children identified as disadvantaged, comparing baseline formative observational data with end of academic year formative observational data. Due to the age of our children, no summative, nationally recognised assessment occurs. Measurable progress is assessed using professional understanding of typical childhood development across all areas of the Early Years Foundation Stage curriculum.

Our data demonstrated that:

- 1) Attendance was consistent for those children whose families needed extra support to engage with education. (Attendance data)
- 2) Consistent attendance supported skill development as evidenced through practitioner observations, SEN plan records, external professional feedback (Speech & Language Therapists/Portage Workers/Family Support Workers) and parent feedback.
- 3) Consistent attendance also supported higher levels of family well-being at home, which enabled positive improvements in social skill development in Nursery. (Parent feedback)
- 4) Parent feedback was very positive about usefulness of Letterbox books at home, which have prompted an increase in identified children showing a greater interest in language and stories in Nursery.
- 5) Parent support sessions within Nursery are very valuable. These modelling sessions improve parent confidence and knowledge, supporting stronger home learning links to support improved progress.
- 6) 'In Nursery' parent support sessions have minimised disadvantage due to language or literacy differences through the deployment of multi-lingual staff.
- 7) Wider recognition of disadvantage improved outcomes for a greater number of children and enabled us to address lower levels of disadvantage by providing increased whole school parent support sessions.
- 8) Staff upskilling through specialist training also enabled more children with lower levels of identified disadvantage to be supported to close any development gap.

Based on all the information above, the performance of our disadvantaged pupils exceeded expectations. We look to continue to embed our strategies to ensure our Intended Outcomes

continue to be met each academic year and these will be continually evaluated to ensure they remain appropriate given the normal high through-flow of children within a Nursery setting.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

We looked at several reports, studies, and research papers about effective use of pupil premium and the intersection between socio-economic disadvantage and SEND.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice in relation to narrowing the disadvantage gap for children identified as disadvantaged due to learning differences. We have also put a sharp focus on supporting staff to develop their professional practice through dedicated SEN inset training, as well as providing specialist training in areas such as ELSA (Emotional Literacy Support), Attention Autism and the Curiosity Approach. This has allowed staff to develop expertise and share this with other staff to ensure more children are supported by staff at the highest skill level.

We have used the EEF's [implementation guidance](#) to help refine our approach as we continue to make adjustments and quality improvements to secure better outcomes for pupils over time.