# Pupil premium strategy statement – *The Lawns 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.

By utilising the EY pupil premium funding, we hope that the children will make good progress during their time at The Lawns Nursery School, particularly improving their development in communication and language, physical development and PSE.

## School overview

| Detail | Data |
|---|---|
| Number of pupils in school | 127 |
| Proportion (%) of pupil premium eligible pupils | 5.5% |
| 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)** | 2025-27 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | November 2026 |
| Statement authorised by | Headteacher and Govs |
| Pupil premium lead | Sarah Cottle |
| Governor / Trustee lead | Gill Cocklin |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £4210.50 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **Total budget for this academic year**<br>*If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £ Autumn Term – 1260<br>Spring Term- 1260<br>Summer Term (predicted) -1690.50 |

# Part A: Pupil premium strategy plan

## Statement of intent

- At The Lawns Nursery School our intention is that all children, regardless of background or the challenges they face, make strong progress and achieve their full potential. Our pupil premium strategy is focused on narrowing the attainment gap between children from disadvantage families and their peers, with a particular emphasis on Communication and Language and Personal, Social and Emotional Development.
- We do this by carefully identifying the barriers faced by our disadvantaged children and planning support informed by research evidence and our knowledge of the community.
- High-quality practice to promote Communication and Language and Personal, Social and Emotional Development is at the heart of our approach, backed up with targeted academic support as well as wider strategies around non-academic barriers.

*The key principles of our strategy will ensure our strategy is underpinned by the Education Endowment Foundation (EEF) Guide and the research of Mark Rowland. We adopt an approach that prioritises*

*Quality first teaching*

*Experts in early education and child development*

*Support for children's emotional well being*

*Continued professional development for all staff to maintain their expertise*

*Children able to access a wide range of enrichment experiences through our curriculum goals*

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | Assessments, observations and discussions with key people indicate that the communication and language skills are under developed in |

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|---|---|
| **Communication and Language** | our most disadvantaged children. Delayed communication and language can significantly limit children's ability to access learning. |
| 2<br>**Emotional Regulation and Well Being** | Assessments, observations and discussions with key people indicate that the PSE skills are under developed in our most disadvantaged children.<br>This is also evidenced by their independence, difficulty separating from parents, toileting and listening and attention. Impact: Difficulties in PSED affect children's readiness to learn, emotional regulation and ability to form positive relationships |
| 3<br>**Limited life experience** | We know from research and discussions with children and parents that some children from disadvantaged households do not have the same life experiences outside of school. This challenge has been identified through practitioner observations and discussions with families, as well as local deprivation data. Contextual data shows that Maidenhead NS serves a highly deprived community, with 30% of children living in Acorn 4 and 5 Impact: Limited experiences reduce opportunities for vocabulary development, background knowledge and social confidence. |
| 4<br>**Parent support** | Staff discussions with families indicate that parents lack knowledge and confidence in how to support learning at home, particularly around Communication and Language and Personal, Social and Emotional Development. Reduced parental engagement limits the reinforcement of learning at home. Our most disadvantaged families miss opportunities to develop their knowledge of, and confidence with, supporting nursery learning. |
| 5<br>**Physical Development** | This evidence was gathered through discussions with parents and home visits. Our most disadvantaged children live in accommodation that does not have immediate access to physical space or is overcrowded. This impacts children's confidence physically to access the space and are presenting on entry with lower physical development than their peers. |
| | |

## 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 develop high levels of language and communication skills. | Children from disadvantage backgrounds show improved oracy, increased confidence in communication and use a wider range of vocabulary.<br>Language needs are identified early through embedded strategies and using the communication and language tracker. |

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|---|---|
| | Identified children are targeted effectively with high-quality interventions that are regularly monitored for impact.<br>All staff demonstrate confidence and consistency in supporting language and communication development.<br>Practice is consistently effective as a result of regular monitoring and review.<br>Children benefit from consistently language-rich environments across all rooms. |
| Children demonstrate high levels of well-being and involvement and are beginning to self-regulate. | Children from disadvantage backgrounds demonstrate high levels of well-being and involvement and show increasing ability to self-regulate.<br>Children with attachment, self-regulation or social skill needs are identified early and supported appropriately.<br>Positive relationships with parents and carers enable early identification of needs and timely support.<br>Children benefit from the consistent use of zones of regulation strategies across the setting.<br>Children from disadvantaged backgrounds demonstrate improvements in emotional regulation, confidence and social interaction.<br>Staff demonstrate confidence and consistency in supporting children's emotional development. |
| Parents and carers of are well informed about nursery strategies and work in partnership with staff to support their child's development | Parents and carers demonstrate sustained engagement with nursery communications and learning events.<br>Parents and carers understand how to support communication and language and emotional literacy at home.<br>Parents and carers report increased confidence in supporting their child's learning at home. |
| Children develop high levels of cultural capital. | Children from disadvantaged backgrounds demonstrate developing cultural capital through a broad range of first-hand experiences.<br>All children are fully included in visits and special events. |

| | |
|---|---|
| | Children show increased curiosity, confidence and engagement linked to enrichment experiences.<br>Children demonstrate developing understanding, interests and talents. |
| Children are equipped for Nursery and there is no barrier to them accessing the curriculum | All of the children are accessing the whole of the curriculum and are thriving in the Nursery. |

## 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: £2000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Develop and implement teaching and learning strategies for our workforce. This will ensure a consistency of approach to our teaching (Walk Thrus') | Research from the Education Endowment Foundation, the Department for Education and Ofsted highlights that staff stability and consistency are critical to improving outcomes for disadvantaged children, as secure relationships and effective implementation of practice depend on a skilled and stable workforce. | 1,2,5 |
| The keyperson system ensures a secure knowledge of each child's interests, knowledge and skills, thus facilitating individual feedback at the end of a session including references to what the child has been learning, and how this learning can | Education Endowment Foundation – social and emotional learning strategies - +3 months, self-regulation strategies - +3 months,<br>The keyperson system ensures a secure knowledge of each child's interests, knowledge and skills, thus facilitating individual feedback at the end of a session including references to what the child has been learning, and how this learning can be further supported at home. | ALL |

| | | |
|---|---|---|
| be further supported at home. | Education Endowment Foundation - parental engagement approaches - +5 months | |
| Develop a robust CPD support for our teaching assistants/ support staff enabling them to feel empowered in their teaching and maximising their potential | Education Endowment foundation – scaffolding approaches boost independence, metacognition, increased engagement of children. | 1,2,5 |

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

Budgeted cost: £1000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Running workshops to support families with advice for topics such as toilet training, school readiness and checking in and being a listening ear | Families feel a sense of belonging and security.<br>Independence will support the children moving onto school.<br>Parents feel supported in parenting and school readiness for their children | 4 |
| Starting Nursery at staggered start times, home visits and additional key worker support. | Training for the staff team enables them to relate to children and their parents. Strengthens knowledge and relationships<br>Key worker relationships are vital to children of this age and this evidenced in EYFS. | 3,4 |

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

Budgeted cost: £ *1210.50*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Workshops to support parents with zones of regulation, toilet training and school readiness, Reading and early phonics. | Evidence supporting parental engagement – impact of children's outcomes.<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement | ALL |
| Attendance Monitoring – daily calls to check in, key person discussions, offer of support to change or switch sessions if needed. | Children's attendance improves outcomes as they are not missing any education or curriculum content. It sets up good habits for parents/ carers in supporting their children moving to school and learning for life.<br><br>https://educationendowmentfoundation.org.uk/news/attendance-from-the-very-start | 4 |
| Experience of a wide range of events, theatre shows, farm visits, Zoolab and reptiles, local visits | Communication and language skills, improvement in social skills and confidence are all important in improving outcomes for children.<br>https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf | 1,2,3 |

## Total budgeted cost: £ 4210.50

# Part B: Review

## Outcomes for disadvantaged pupils

The Walkthrus project is having a significant impact on consistency across the school which supports our children in understanding expectations and routines as well as having access to quality first teaching.

All children's attendance was 84.8% We tracked our children in receipt of EYPP and all children. Their attendance was 92.3 %.

86% of the children in receipt of EYPP were also 2YO funded. Within the areas of PSE and C& L the children were below ARE on entry to The Lawns Nursery. They are now on track and are working in line with their peers. We had 1 child on a SEND pathway who was able to access specialist provision but the child was well prepared for the next stage of learning.

## 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 |
|---|---|
| Walk Thru | Tom Sheringham |
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