

Pupil premium strategy statement – Cookham 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 Cookham Nursery School, particularly improving their development in communication and language and PSE.

School overview

Detail	Data
Number of pupils in school	65
Proportion (%) of pupil premium eligible pupils	6.15%
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 – 2028 3 Year plan
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Headteacher and Gobs
Pupil premium lead	Sarah Cottle
Governor / Trustee lead	Gill Cocklin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1474.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£ Autumn Term – £210 Spring Term- £540 Summer Term £724.50 (predicted) -

Part A: Pupil premium strategy plan

Statement of intent

- At Cookham 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 disadvantaged pupils and their peers, with a particular emphasis on Communication and Language, Physical development 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, Personal, Social and Emotional and Physical 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 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.
2 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.
3 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. This is also evidenced by their independence, difficulty separating from parents, toileting and listening and attention.
4 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.

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
Improvement in physical skills.	All children are on track in their PD and demonstrate the expected level for their age.
Parents and carers 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. Parents and carers understand how to support communication and language

	emotional literacy and physical development at home. Parents and carers report increased confidence in supporting their child's learning at home. Disadvantaged children show improved progress linked to consistent support between home and nursery.
Children demonstrate high levels of well-being and involvement and are beginning to self-regulate.	Children demonstrate high levels of well-being and involvement and show increasing ability to self-regulate. Children demonstrate improvements in emotional regulation, confidence and social interaction.

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: £750

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality professional development, teaching, assessment and an effective curriculum to meet needs. Develop and implement teaching and learning strategies for our workforce. This will ensure a consistency of	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, 3

approach to our teaching (Walk Thrus')		
Communicating with and supporting parents Ensure a secure knowledge of each child's interests, knowledge and skills.	Education Endowment Fund – social and emotional learning strategies - +3 months, self-regulation strategies - +3 months. Ensure 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. Education Endowment Fund - parental engagement approaches - +5 months	1,2,3,4
Ensure our physical development curriculum is prioritised and children have more access to outside space. Changing of our day to ensure length of time outside. Outside equipment challenging to enable children to risk take in the environment.	Evidence shows that children gain from spending time outside. Strength in gross motor skills at an early age ensure skills later in education for writing achievement. EEF Evidence Store highlights the promotion of physical activity and the benefits. https://educationendowmentfoundation.org.uk/early-years/evidence-store/physical-development?approach=promoting-physical-activity-in-physical-development EYFS Development Matters Programme of Study and Help for Early Years Providers. https://help-for-early-years-providers.education.gov.uk/areas-of-learning/physical-development	1,4

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

Budgeted cost: £ 750

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Running workshops to support families with advice for topics such as toilet training, zones of regulation, school readiness and checking in and being a listening ear	Families feel a sense of belonging and security. Independence will support the children moving onto school. Parents feel supported in parenting and school readiness for their children.	1,2,3
Starting Nursery at staggered start times, home visits and additional key worker support.	Ongoing discussions and training for the staff team enables them to relate to children and their parents. Strengthens knowledge and relationships Key worker relationships are vital to children of this age and this evidenced in EYFS.	2,3

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Workshops to support parents with zones of regulation and school readiness, Reading and early phonics. Health visitor drop ins and engagement with the Best Start in Life team	Evidence supporting parental engagement – impact of children’s outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Parent engagement with health visitors increases confidence.	2,3
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. https://educationendowmentfoundation.org.uk/news/attendance-from-the-very-start	ALL
Experience of a wide range of events, Listening to music, Farm, reptiles and chicks, local visits, Theatre visits. Uniform for children.	Communication and language skills, improvement in social skills and confidence are all important in improving outcomes for children. https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf	4

Parent meetings	Extended parent meetings to establish understanding and awareness of developmental milestones. Engagement of professional support through SALT and Health visiting teams to engage parents further and breakdown any barriers. Signposting to parent workshops or finding new ways of working with parents to share information.	2
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Part B: Review of the previous academic year

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.

Attendance at Nursery is very good. This year all children's attendance was 96.06%. We tracked our children in receipt of EYPP and all children. Their attendance was 96.1%

All of disadvantaged children had excellent outcomes at the end of Nursery July 2026 compared to their peers. All children reached age related expectations.

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 Thrus	Tom Sheringham