Abbey wood Nursery School
Pupil Premium Strategy Statement

This statement details our nursery school's use of early year's pupil premium funding to help improve the attainment of our eligible children.
It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the impact from our spending of EYPP funding from the last academic year.

School overview – June 2026

Detail	Data
Number of pupils in school	115
Proportion (%) of pupil premium pupils	24%
Academic year/years that our current pupil premium plan covers	2025/26
Date this statement was published	September 2025
Date on which it will be reviewed	June 2026
Statement authorized by	Gill Crowley
Pupil premium lead	Gill Crowley
Governor lead	Jo Rawlings

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,884
Additional pupil premium funding allocation this academic year	£7,636 (May 2026)
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£17,520

Statement of intent

We support all children with quality early education, ensuring that all adults have training on how to support the children in the early years, at the start of their educational journey. We ensure that children are given opportunities to develop their language and communication skills, e.g. through forest school sessions and targeted language groups, and outings.

Our whole approach in school is that every child is an individual and that we will adapt and support each child according to their individual needs. In order to ensure that the children have their individual needs met we track all children's development. The Senior leaders met with the class teams each term and discuss the children. Then through individual targeted interventions, and adults who know the children well we are able to know that we are making a difference to each child.

Challenges

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

Challenge number	Detail of challenge
1	In the present cohort of children 45% of children eligible for Early Years Pupil Premium Grant have starting points below typical age related expectation, particularly in communication and language.
2	Some children's attendance pattern can affect the progress made.
3	Self-regulation can be a challenge for some children, a lot of adult support is needed to support children in co-regulation.

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 outcomes for communication and language development	Regular tracking each term, will ensure the adults understand the individual needs of the children they are supporting. The tracking records the attainment of the children and is decided on by the Senior Leadership and the Class team.
Sustained and improved attendance	The use of 'Studybugs' enables quick and easy communication for parents through the app and the early identification of barriers to attendance.
Improved well-being and attendance	Interventions e.g. Forest School; Talk boost, observations and conversations will enable a growth in the children's PSED development.

How will we spend the money?
Budget 2025/26

Activity	Why?	Cost	Challenge no.
Lunches for the year	We do not want children to be exclude from attending due to the perceived cost of the meal. Lunch times at AWNS are a family service with tablecloths and conversation. We use this time to support children to try new foods and to have the time and space to eat at the table with no other distractions.	£501.60 per child per year. Total x 10 children = **£5,016**	1,2 and 3

Forest school	Attendance at forest school enables children to gain confidence and autonomy about the world around them. They increase their vocabulary and their ability to use the words in other settings. There is a focus on their social skills through turn taking and sharing.	Three staff for 20 weeks **£3000**	1,2 and 3
Social Communication Worker	We employ a SCW via the RBG outreach team. The worker visits school weekly and supports children and staff with the social and communication skills, teaching interventions and strategies that can be used with the children.	**£1,000** (contribution)	1 and 3
Contribution towards trips and outings	We have an ambitious programme of trips planned for this academic year. We booked the unicorn theatre in June 2025. At a cost of over £500. The money will be used to help parents to attend with their child and towards their travel costs.	**£800**	1 and 2
		£9,816	
ELSA training (Emotional Literacy Support Assistant)	Our LA Educational Psychology department run a programme to train adult to develop the emotional resilience of the children. Enabling them to • "Manage anxiety and difficult emotions • Cope with loss, bereavement or family breakup • Learn to identify how they are feeling • Develop their social skills, such as sharing and taking turns • Boost their self-esteem	£2,023.20 (training and supervision costs) Cover cost £1,145 **£3,168.20**	
		£12,984.20	
		£4,535.80	Carry over

PART B: Review of the previous academic year.

Outcomes for disadvantaged pupils

2024/25
Number of pupils on roll – 127 (July 2025)

The impact of our EYPPG targeted support was successful in supporting our children. Some of the following is part of what we used the EYPP grant for

- Forest School Sessions
- Training and delivery of the Early Talk Boost programme
- Work Shop for parents 'Ideas to toilet train your child'
- Adult Led Play Sessions, (ALPS)
- Supported transitions to reception classes
- Intensive interactions
- Attention 'Bucket' sessions
- Outings to 'TUMP 53'
- Supporting children to receive health school lunches and snacks.

Of the 29 children entitled in July 2023
28% of the cohort has identified SEND
48 % were at expected for Personal, Social and Emotional milestones
58% were at expected for Physical Development milestones
31% were at expected for Communication and Language milestones

Of the cohort 66% of the 29 children were leaving to move to reception

58 % were at expected for Personal, Social and Emotional milestones
37% were at expected for Physical Development milestones
31% were at expected for Communication and Language milestones
These judgements are made Termly meetings with class teams, SENDco and Assistant Head Teacher as well as conversations with the families. Observations and professional discussions with the key person and class teacher supported the measurement of the progress made and the impact of the targeted support.