

Pupil premium strategy statement – Victoria Park 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 Early Years Pupil Premium funding, we hope that the children will make good progress during their time at Victoria Park, particularly improving their development in the prime areas of learning.

School overview

Detail	Data
Number of pupils in school	99 (Nov 2025)
Proportion (%) of pupil premium eligible pupils	12% (12 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024/25 – 2027/28
Date this statement was published	Dec 2025
Date on which it will be reviewed	Nov 2026
Statement authorised by	Lynda Shepherd Headteacher
Pupil premium lead	Lynda Shepherd
Governor / Trustee lead	N/A

Funding overview

Detail	Amount
Pupil premium funding allocation received year to date	Summer Term25 £13,870.08 (of which £5283.84 for 2YO)

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all areas of learning set out in the Early Years Statutory Framework. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our nursery school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our current cohort have been born since the COVID-19 pandemic. Our strategy will continue to consider where additional support is required for these pupils whose early childhood has been impacted by restrictions to services such as baby/toddler groups following the pandemic.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. In addition, we will:

- Employ one additional adult above ratio in each group (Willow and Chestnut) to allow the teachers to plan for small groups to support the development of skills in the prime areas of learning. Research shows that additional access to quality first teaching is the best way for children to make rapid progress - our data over the past 4 years reflects that.

Challenges

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

Challenge number	Detail of challenge
1	Readiness for Nursery – many children need support to develop active learning and independence skills when starting nursery. This cohort has been impacted further in this area due to the COVID pandemic; many baby/toddler groups did not happen following lockdown.
2	Children may have been living in an environment with emotional stress and trauma. Many of our pupils in receipt of EYPP are either being supported through CP or CIN plans, or have had social worker involvement previously.
3	Poor self-regulation skills amongst children that impede their ability to access the curriculum. Good self-regulation skills are linked to successful learning and problem solving.
4	Children may have had limited experiences e.g., looking after a pet, baking, gardening, outdoor learning, visits to external places, etc.
5	Many pupils have difficulties with speech and language and this has an impact upon progress across all areas of learning.

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
<p>Children settle quickly at nursery and make good progress from their starting points.</p> <p>Children feel safe, happy and secure at Nursery School.</p>	<ul style="list-style-type: none"> • Review the settling in procedures, ensuring children are allowed to settle at a pace that is right for them. • Use the Leuven scale of wellbeing and involvement to measure children's wellbeing. • Regular discussions with parents. Concerns are raised quickly and support/sign-posting given. • Families offered support through Family Hub and/or other services where appropriate.

	<ul style="list-style-type: none"> • Working closely with Children's Services and Early Response Hub where appropriate.
Children are supported to self-regulate through the Therapeutic Thinking approach.	<ul style="list-style-type: none"> • All staff to receive refresher training for Therapeutic Thinking regularly. • New staff to receive training within 1 month of their start date. • Therapeutic behaviour policy regularly reviewed and updated. • Use the Leuven scale of wellbeing and involvement to measure children's wellbeing.
Children experience a wide range of activities and learning opportunities to broaden their experiences	<ul style="list-style-type: none"> • Enriched outdoor learning environment which allows for high quality outdoor learning and appropriate risk taking. • Access to Forest Schools (offsite) during the summer term in Willow Group. • Regular visitors, e.g., fire fighters, police, vet, dental nurse, artists etc. • Visitors from a range of faiths and cultures • Visiting animals, e.g., Farms2Ewe • Children will talk about their experiences, which will be observed by staff.
Children develop good communication & language skills.	<ul style="list-style-type: none"> • Development of communication friendly spaces within the nursery rooms and outdoor areas. • High quality adult modelling. • Development of curriculum plans to include key vocabulary. • Use of Makaton where appropriate to support language development. • Analysis of pupil attainment will show that children in receipt of EYPP will perform as well as their peers in this prime area of learning.

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. It can be difficult to give exact budget costs because we have three admission points in the year so the number of qualifying children, and therefore amount received, changes at these points.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £24,226.74 (for additional adult) for 2YO Group

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • All staff invited to Therapeutic Thinking refresher training once a year (INSET) • Regular reminders of therapeutic approach in weekly morning meetings • Additional adult employed above ratio in each group (Chestnut & Willow) 	<ul style="list-style-type: none"> • Staff across the Nursery School are equipped to support children with behaviour and self-regulation • Teachers in Chestnut are able to plan for small group sessions that support progress in the prime areas of learning 	1, 3, 5

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
N/A		

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

Budgeted cost: £3,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Visits to the local library and librarian in to read stories and give out Book Start books.	Help to develop communication and social skills. Brings awareness to what is on offer in the local environment to children and their families.	4, 5
Experience of a wide range of events, e.g., mobile farm visit, hatching eggs/caterpillars, local walks, range of visitors from different professions, cultures and faiths visiting nursery, charity events.	Help to develop communication and social skills, particularly developing descriptive language, through first hand experiences. Broadening children's horizons and developing cultural capital.	1, 2, 3, 4, 5
Continue to provide Forest Schools (offsite) activities for all qualifying children in the summer term of Willow Group.	Children are provided with opportunities to explore the natural environment, experience appropriate risk and challenge, and direct their own learning.	1, 2, 3, 4, 5
Attendance Monitoring Daily calls to monitor reasons for non-attendance for safeguarding.	Non-attendance reported more quickly and support given where needed. Attendance data monitored by SLT, who will then work with families to build good attendance habits.	2

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Cohort	Number of EYPP children	Number of EHCPs	% reaching ARE (no concerns)		
			PSED	C&L	PD
2018	13	2	64%	54%	72%
2019	9	1	63%	50%	87%
2020	No data collected due to pandemic instructions from DfE				
2021	9	0	67%	77%	67%
2022	10	1	78%	78%	89%
2023	13	2	82%	73%	91%
2024	18	2	88%	94%	94%
2025	9	1	88%	88%	88%

Looking at the whole cohort for 2025, attainment is as follows:

- PSED 78%
- C&L 81%
- PD 87%

Apart from the year immediately after the pandemic, these numbers are reasonably consistent for the N2 cohort. It should be noted that Victoria Park has large numbers of EAL children and this usually affects overall attainment in C&L, however, these children have achieved particularly well this year. Only 1 child with EAL is also in receipt of EYPP.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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