

Pupil Premium Strategy Statement 2025-26

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 Autumn	Spring	Summer
School Name	Basnett Street Nursery School	→	→
Number of pupils in school	79		
Proportion (%) of pupil premium eligible pupils	23%		
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-26	→	
Date this statement was published	Nov 25		
Date on which it will be reviewed	Termly with updated numbers and finance and review of strategies		→
Statement authorised by	Lindsay Ingham	→	→
Pupil premium lead	Lindsay Ingham	→	→
Governor / Trustee lead	Helen Mansfield	→	→

Funding overview

Detail	Autumn	Spring	Summer
Pupil premium funding allocation this academic year	£2,003.40		
Recovery premium funding allocation this academic year	£0.0		
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00	£0.00	£0.00
Total budget for this academic year (BUDGETED AMOUNT) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£6,010.20	→	FINAL TOTAL =

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to meet the needs of every child. Children from disadvantaged backgrounds often arrive with limited experiences due to the family challenges they have often faced. Our school is set in an area of high deprivation. On entry data demonstrates an increasing trend in the number of children entering with abilities significantly lower than the expected standard. Our curriculum is designed to take into account these low needs and ensure accelerated progress to close the gap and raise the number of children meeting the overall expected standard on exit. Our curriculum meets the needs of the whole child and enables individual provision to be made for individual needs. This therefore, puts children who have faced challenges to be supported according to personal need with the attachment aware and behaviour regulation policy underpinning our whole approach.

Data is used effectively to support the targeting of provision. This alongside the knowledge of our children and families is used to support the writing of this EYPP Strategy Statement. Data demonstrates the effective impact of our intent, demonstrating that our disadvantaged children make accelerated progress and a rising trend in a reducing attainment gap.

Challenges

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

Challenge number	Detail of challenge
1	Significantly low levels of attention skills affecting engagement.
2	Significantly low levels of speaking skills.
3	Significantly low levels of play skills
4	Limited experiences of the world around them.

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
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<p>1. High levels of behaviour and engagement across all element of provision.</p> <p>Progress raised in listening, attention and understanding skills from 84% making accelerated progress</p>	<p>Adaptive provision enables effective:</p> <ul style="list-style-type: none"> • Personalised support • Targeted support • Adaptive universal provision. <p>Developing attention strategies are effectively planned systematically to support all elements of our adaptive provision on offer.</p> <p>Staff confident in delivering intensive interaction to strengthen adaptive personalised support provision.</p>
<p>2. Raised attainment in speaking of EYPP WA on exit from 56%.</p> <p>Raised progress of EYPP making progress to 100%, raising accelerated progress from 80%.</p>	<p>Delivery of Wellcomm refined to target the children working significantly below. This work is successfully delivered alongside a referral to SPLT.</p> <p>Core Word programme delivered to support gestalt language learners.</p> <p>Concept Cat delivered to support language development.</p>
<p>3. Raised attainment in Building relationships from 60% WA for EYPP.</p> <p>Raised progress for EYPP in making accelerated progress in Building relationships from 80%</p>	<p>Building relationships is the key aspect that underpins all curriculum delivery, with a key focus on the sub aspect of developing play skills. Planning ensures systematic delivery and support of this curriculum area. All staff demonstrate confidence in curriculum progression within this area. Environment daily models and scaffolds the development of play skills.</p>
<p>4. Raised progress for EYPP in The Natural World with 100% making progress, raising accelerated progress from 80%.</p>	<p>High quality teaching alongside a high quality environment effectively supports children to learn about them and gain the key foundational skills required to progress through the curriculum.</p> <p>Planning to ensure that the world around them, e.g., seasons, weathers, natural habitats, wildlife etc is what is used effectively to support high quality teaching.</p> <p>Children demonstrate high levels of engagement in the outdoor environment and are keen to share their learning. Evidence of learning will be displayed around the learning environment.</p>

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 (for example, CPD, recruitment and retention)

Budgeted cost: £13,535

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Developing Attention training to be delivered to support implementation of attention developing strategies. Implement 'developing attention' strategies through a systematic, progressive approach, aligned to the developmental stage of the children. 	<p>Research and case studies indicate that the Attention Autism programme has a positive impact on developing attention, shared engagement, and communication skills in autistic children. Key Areas of Impact</p> <ul style="list-style-type: none"> Improved Attention and Engagement: Studies show that children using the program demonstrate increased levels of sustained attention during adult-led activities. One study reported a significant increase in engagement time from a maximum of 3 minutes to 13 minutes over a six-week period. Enhanced Joint Attention (JA) Skills: The program specifically targets joint attention, a core area of difficulty for many autistic children. Evaluations found a positive impact on both responding to joint attention (RJA) and initiating joint attention (IJA) behaviours. Developed Social Communication Skills: By improving 	1

	<p>attention and joint engagement, the program helps build foundational social communication skills, which are critical for later language development and social interaction.</p> <ul style="list-style-type: none"> • Increased Independence: The structured, predictable nature of the sessions, combined with the focus on individual activities in Stage 4, helps foster independence in learning and the ability to work without constant adult prompting. • Positive Academic and Behavioural Effects: Some reports suggest that improved attention following such interventions can lead to positive changes in general behaviour and even academic performance in areas like math and reading 	
<ul style="list-style-type: none"> • Implement the Concept Cat into planning and provision delivery 	<p>The recent efficacy trial by the Education Endowment Foundation (EEF) has provided strong, positive evidence for the Concept Cat program, demonstrating a measurable impact on children's early conceptual vocabulary and numeracy skills.</p>	2
<ul style="list-style-type: none"> • Planning to systematically deliver and focus on the developing of play skills. • Environment to be set up to support and model the development of play skills. 	<p>Recent research and reports published in 2024 and 2025 by authoritative bodies such as UNICEF UK, the UK's Central Statistics Office (CSO), and several universities provide comprehensive findings on the impact of deprivation on children's play skills and living</p>	3

	<p>conditions..... Socioeconomic deprivation significantly harms children's play skills and overall living conditions by limiting access to resources, opportunities, and stimulating environments, with lifelong negative consequences. Research in 2025 continues to highlight these profound and lasting impacts.</p>	
<ul style="list-style-type: none"> • Training to be delivered on maximising learning, to support further understanding of the importance of using the natural environment to support learning and development. • Planning to be underpinned by the forest school principles, ensuring progression through the curriculum. • Environment planning to the outdoors to support staff to be able to focus, understand and deliver the key knowledge that children need to learn. 	<p>Research and case studies consistently show that the Forest School approach provides a wide range of positive impacts on children's holistic development, including enhanced social, emotional, cognitive, and physical skills....</p> <ul style="list-style-type: none"> • "Unlocking the forest: An ethnographic evaluation of Forest School..." (2024): A recent ethnographic study focusing on urban pre-schoolers, which found particular benefits for personal, social, and emotional development, as well as verbal communication and early mathematics skills, published in the <i>National Institutes of Health</i> library (PMC11447439). • Dabaja (2022) Literature Reviews: Comprehensive reviews of two decades of research, highlighting the consistent positive impacts on children's social, emotional, and cognitive skills, published in <i>Education 3-13</i>. 	4

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

Budgeted cost: £4265.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Half termly paid specialist teacher support to ensure specialist provision is provided and effective adaptations to mainstream provision.	Evidence from a range of academic research, government reports, and educational bodies, such as the Education Endowment Foundation (EEF) and the European Agency for Special Needs and Inclusive Education, provides strong support for the positive impact of specialist teacher informed provision in mainstream classrooms.	1,2
Intensive interaction training to be delivered. Implement intensive interaction as the underpinning pedagogical strategy to supporting teaching and learning in the retreat provision and within mainstream for children working significantly below.	The EEF's broader guidance and toolkits support the principles underpinning Intensive Interaction, particularly the importance of high-quality adult-child interactions and communication and language approaches.	1
<ul style="list-style-type: none"> Deliver Wellcomm to the children who require specialist intervention for identified speech difficulties to refine our targeted support, alongside effective time management. 	<p>WellComm impact assessments consistently show positive outcomes for children and practitioners, including improved child language development, increased practitioner confidence and knowledge, and more effective referrals to specialist services:</p> <ul style="list-style-type: none"> Dysart, E., & Code, A. (2024). The WellComm Toolkit: Impact on Practitioner Skills and Knowledge and Implications 	2

	<p>for Evaluation Research. <i>Education Sciences</i>, 14(3), 263. This academic paper provides a mixed-methods study exploring the impact of the WellComm toolkit on early years practitioners' skills, knowledge, and referral quality, discussing both positive outcomes and challenges like time burden.</p>	
<ul style="list-style-type: none"> Implement the core word programme into planning and provision delivery 	<p>Research evidence provides strong support for the effectiveness of the Core Word programme, primarily within the field of Augmentative and Alternative Communication (AAC) and for individuals with speech and language disorders.</p> <ul style="list-style-type: none"> Crosbie, S., Holm, A., & Dodd, B. (2005). This study reported that children with inconsistent speech disorder benefit most from core vocabulary therapy in terms of increased consistency and phonological planning skills, providing evidence for its use in specific speech disorders. The specific approach is further detailed in. 	2

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

Budgeted cost:

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

Total budgeted cost: £17,800 (£6010.20 EYPP funding, £6460 School Budget)

Part B: Review of outcomes in the previous academic year 2024-25

Outcomes for disadvantaged pupils

Data demonstrates that:

- Attainment was raised for the EYPP children in physical development from 50% to 62% WA the expected standard on exit.
- Progress was raised for the EYPP children making accelerated progress in physical development from 56% to 80%.
- Progress was raised for the EYPP children making accelerated progress in self-regulation from 44% to 88%.
- Attainment was raised overall for the EYPP children from 36% to 59% working at the expected standard on exit.
- Attendance for the EYPP children is still sitting at 83% We have not met our aim of raising attendance. Attendance was scrutinised at our recent inspection and it was acknowledged that the school was doing everything practicably possible to improve attendance.