



Brougham Street Community Nursery School
Pupil Premium Strategy
2025-2028

Pupil premium strategy statement – Brougham Street Community 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.

School overview

Detail	Data
Number of pupils in school	118
Proportion (%) of pupil premium eligible pupils	18.6%
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
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	G.Robinson (CoG)
Pupil premium lead	Jonelle Yeoman (Headteacher)
Governor / Trustee lead	G.Robinson (CoG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,391
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£1,018,367

Part A: Pupil premium strategy plan

Statement of intent

All staff and Governors are committed to meeting the individual needs of disadvantaged pupils at Brougham Street Community Nursery School, whether these needs are pastoral, social or academic and as such we are working together to close the gap between more vulnerable pupils and their peers.

Our intention is that all pupils, irrespective of their background or the challenges that they face, make good progress and achieve high attainment across all areas of the EYFS curriculum. Our pupil premium strategy is a 'live document' which is designed to support disadvantaged pupils, irrespective of their starting points, to achieve that goal.

Daily we are seeing the challenges which our vulnerable pupils are facing. We ensure that support is in place for these pupils through this strategy plan alongside our approach to inclusivity and leading on Team Around the Family support.

Quality First Teaching is at the heart of our approach and alongside safeguarding is our number one priority for our children. Our highly skilled staff members focus particularly on disadvantaged pupils who require the most support. We know that this approach is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time also benefits the non-disadvantaged pupils at Brougham Street Community Nursery School.

Progress and Attainment for non-disadvantaged pupils within our school will be sustained and improved alongside the progress of their disadvantaged peers. Our Pupil Premium approach is responsive to contextual challenges here at Brougham Street Community Nursery School and individual needs.

Robust diagnostic assessment is based on research informed practise (not assumptions about the impact of disadvantage.) The approaches that we have adopted here at Brougham Street enable our children to access a first-class education with confidence. This ensures that our children excel throughout the EYFS curriculum.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.

- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.
- To remove barriers to learning created by circumstances and enable pupils to access a wide range of opportunities.

We aim to do this through:

- Early identification of pupils by creating excellent relationships with families and pupils.
- Providing all staff members with high quality CPD to ensure that all pupils access effective quality first teaching.
- Our highly skilled staff team have excellent relationships with pupils, families and external services and will support all families wherever we possibly can.
- Providing appropriate nurture support to pupils in their emotional and social development.
- We ensure that our children and families can access Early Help support in a timely manner.
- To ensure that disadvantaged pupils are challenged in the curriculum.
- Providing targeted interventions
- To ensure that all staff members take responsibility for disadvantaged pupils’ outcomes and do not put a glass ceiling on what they can achieve.
- Providing opportunities for all pupils to participate in enrichment activities including the arts, music, and physical activity.

Challenges

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

Challenge number	Detail of challenge
1	Lack of support/awareness from home for example, with meeting developmental milestones, with parenting strategies and putting boundaries in place. Children have limited access to appropriate books, libraries, technology and this impacts directly on the children.
2	To meet the wider needs of our children, by supporting promoting their emotional and physical wellbeing. We know that mental health issues are

	prevalent among our PP children and their families which can impact on all aspects of school life.
3	Low attendance and persistent absenteeism of PP/Disadvantaged children.
4	Families not accessing support and lack of services prior to families starting at Brougham Street. Lack of early identification.
5	Families struggling financially to provide basic needs for their children: Food, clothing and experiences. Increased costs of electricity, gas and food.

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
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.	By the end of each term, at least 80% of disadvantaged children will make expected or better progress from their individual starting points across the prime areas, as measured through baseline and ongoing observational assessment.
For all disadvantaged pupils in school to make or exceed nationally expected progress rates.	
To support our children's health and wellbeing to enable them to access learning at an appropriate level.	By the end of each term, 80% of children identified as requiring additional wellbeing support will show measurable improvements in emotional regulation and engagement, demonstrated through reduced incidents of dysregulation and increased participation in learning activities.
To remove barriers to learning created by circumstances and enable pupils to access a wide range of opportunities.	By July 2026, persistent low attendance (below 85%) among disadvantaged children will reduce by at least 25%, supported by early intervention, family engagement, and multi-agency working where appropriate.

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: £2,391

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff will receive Makaton training to ensure consistent use of total communication strategies, supporting disadvantaged pupils to access learning and develop communication skills.	These approaches align with EEF evidence highlighting the impact of high-quality communication and language provision and the importance of early, targeted intervention for disadvantaged children. Communication and Language Development EEF evidence shows:	1,2
Embed the use of Widgit symbols in all rooms to reinforce vocabulary, routines and understanding, supporting improved communication and access to learning for disadvantaged pupils.	<ul style="list-style-type: none"> Communication and language approaches in early years settings consistently benefit children's learning, improving spoken language skills, comprehension and confidence. EEF+1 These approaches often involve adult-led modelling of vocabulary and language, interactive reading, and collaborative talk. EEF Research indicates slightly larger benefits for children from socio-economically disadvantaged backgrounds, suggesting these approaches can help <i>narrow the disadvantage gap</i> in early language development. EEF The EEF Early Years Toolkit gives communication, and language approaches a very high impact rating, approximately +7 months' progress on average for young learners. EEF 	1,2
Use objects of reference across the setting to strengthen receptive language, reduce anxiety during transitions and support communication development for disadvantaged pupils.	<ul style="list-style-type: none"> The EEF Early Years Toolkit gives communication, and language approaches a very high impact rating, approximately +7 months' progress on average for young learners. EEF <p>Early language competence is a major factor in later academic success and is often weaker on average in disadvantaged pupils; using evidence-backed approaches targets this root gap.</p>	1,2

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

Budgeted cost: £6,000

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

<p>Commission a Speech and Language Therapist to be based at Brougham Street on a weekly basis to provide targeted speech and language assessment and intervention, support early identification of need, and model effective practice for staff, prioritising disadvantaged pupils. This will also enable us to offer high quality CPD for our staff members)</p>	<p>Early Language Development Matters</p> <ul style="list-style-type: none"> The Education Endowment Foundation (EEF) highlights that <i>communication and language development is a key driver of children’s learning</i>, and that disadvantaged children typically start behind their peers in early language skills. Targeted support in this area is therefore likely to help narrow the attainment gap. EEF+1 <p>EEF: Communication and Language Approaches Show Positive Impacts</p> <ul style="list-style-type: none"> EEF’s <i>Early Years Toolkit</i> shows that communication and language approaches (which include structured and intentional support) have a high impact (+7 months’ progress on average) on young children’s outcomes. EEF EEF also notes that <i>staff professional development</i> enhances the effectiveness of communication approaches. EEF <p>Implication: On-site specialist support from a SLT will strengthen your <i>communication development provision</i> and <i>professional expertise</i> — both factors EEF highlights as important.</p>	<p>1,2,4</p>
<p>Use the WELLCOMM assessment and intervention programme to provide timely, evidence-informed speech and language support, prioritising disadvantaged pupils who are below age-related expectations.</p>	<p>Research from the Institute for Employment Studies (IES) shows that <i>practitioner skills, confidence and motivation improved significantly when supported by an on-site Speech and Language Therapist</i>, and that this support helped embed effective language strategies into practice. Institute for Employment Studies (IES)</p> <p>WellComm provides a structured, age-appropriate screening tool that allows practitioners to identify language delay early and implement targeted intervention promptly — directly aligning with EEF guidance.</p>	<p>1,2</p>

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Using CPOMS, SIMS and internal systems to monitor attendance. Send home attendance letters at the start of every term to highlight the attendance from last term.</p>	<p>Using CPOMS, SIMS and internal systems ensure accurate, timely monitoring, enabling early identification of attendance concerns before patterns become entrenched.</p> <p>EEF Evidence: Attendance and Attainment Education Endowment Foundation (EEF) – Supporting School Attendance Guidance</p> <ul style="list-style-type: none"> • The EEF identifies poor attendance as a key barrier to learning, particularly for disadvantaged pupils. • Evidence shows that pupils with lower attendance make less progress academically than their peers, even when controlling for prior attainment. • The EEF emphasises that improving attendance is likely to have a positive impact on attainment, especially when schools use accurate monitoring and early intervention. 	3,4,5
<p>Families will feel supported, engaged and confident in working in partnership with the nursery.</p>	<p>Keeping detailed records of Early Help and TAF involvement ensures consistent, coordinated action, enabling staff to respond effectively to family and child needs</p> <p>Importance of Early Help and Multi-Agency Support</p> <p>Department for Education (DfE) – Early Help Guidance</p> <ul style="list-style-type: none"> • Early Help interventions, where support is provided promptly to families with emerging needs, reduce risks to children and improve outcomes in health, development, and learning. • Multi-agency collaboration ensures that children receive coordinated support, rather than piecemeal or reactive interventions. (DfE, 2018, Early Help: Principles and Practice) 	3,4,5
<p>Barriers to learning linked to health, wellbeing or family circumstances will be reduced through timely Early Help and external support.</p>	<p>Parent and carer feedback through meetings, surveys and informal discussions.</p> <p>Engagement and Partnership with Families</p> <p>Ofsted and EYFS Guidance</p> <ul style="list-style-type: none"> • Strong partnerships between early years settings and families are linked to improved child outcomes in communication, social development, and school readiness. • Effective family engagement strategies include regular meetings, clear record keeping, and involving families in planning support. (Ofsted EIF 2019) 	3,4,5

<p>Disadvantaged pupils will access a broad and enriching curriculum, including arts, music and physical activities. Participation records in enrichment activities and evidence of children's engagement and enjoyment.</p>	<p>Broad and Enriching Curriculum Supports Development</p> <p>EEF Evidence – Arts and Physical Education</p> <ul style="list-style-type: none"> Arts Participation: Research summarized by the EEF indicates that arts participation can improve academic outcomes, social skills, and engagement in school, particularly for disadvantaged pupils. Arts activities support <i>creativity, communication, and collaborative skills</i>. (EEF Toolkit – Arts Participation, 2020) Physical Activity: Physical activity supports <i>motor skills, self-regulation, and social-emotional development</i>, all of which underpin effective learning in early years. Disadvantaged pupils benefit particularly from structured physical programs, as these children often have less access to extracurricular opportunities outside school. (EEF Toolkit – Physical Activity, 2020) <p>Providing arts, music, and physical activities ensures that disadvantaged pupils gain the same rich, developmental opportunities as their peers, promoting engagement, confidence, and learning readiness.</p>	<p>3,4,5</p>
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Total budgeted cost: £ 11,391

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
WELLCOMM Speech and Language Programme	GL Assessment
TWITCH Talking with Tales Programme	Sheffield Hallam