



Pupil Premium Strategy Statement – Usworth Colliery Nursery School

This statement details our school's use of Early Years 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	Autumn 25 28/89
Proportion (%) of pupil premium eligible pupils	31.5%
	Spring 26 61/102 59.8%
	Summer 26 61/104 58.6%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	July 2026
Statement authorised by	Ailsa Higgins
Early Years Pupil premium lead	Ailsa Higgins
Governor / Trustee lead	Nora Waugh

Funding overview

Detail	Amount
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Early Years Pupil Premium funding allocation this academic year – Autumn Term 25	£ 5,880
Early Years Pupil Premium funding allocation this academic year – Spring Term 26	£6,750
Early Years Pupil Premium funding allocation this academic year – Summer Term 26	£13,679
Total budget for this academic year	£26,309
<i>Allocation = £570.00 / 1.00p per hour per child (April 25 onwards) Figures include two year olds eligible from April 2024 onwards.</i>	

Part A: Pupil premium strategy plan

Statement of intent

At Usworth Colliery Nursery School, around half of our children receive Early Years Pupil Premium and we aim to use this funding to close the gap between these children from more deprived backgrounds and their peers.

We aim to do this by looking at the needs of the children and implementing interventions that support their development.

The interventions include

- *Speech and Language sessions*
- *Emotional support sessions*
- *Family Support including attendance*
- *Widening their life experiences*

Challenges

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

Challenge number	Detail of challenge
1	Communication and language delays, including limited vocabulary and reduced confidence in expressive language
2	A high proportion of children with additional communication and interaction needs, including complex SEN
3	Wider family pressures, including parental mental health, affecting routines, engagement and attendance
4	Emerging difficulties with resilience, independence and emotional regulation
5	Irregular attendance, impacting consistency, attachment to key persons and sustained progress

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
Children experience consistent, language rich interactions.	• More EYPP children make termly progress in communication. • Children use a wider range of vocabulary. • Language strategies used consistently across rooms.
Staff engage in CPD on high-quality interactions.	• Observations show improved adult–child interactions. • Staff report increased confidence using communication strategies.
Children receive targeted small group/1:1 play/emotional support.	• Improved emotional regulation with fewer incidents of dysregulation. • Increased confidence and engagement during play. • More positive interactions with peers and adults.
Children with SEND are fully included.	• Daily access to routines and activities with adaptations. • Increased independent use of visuals and communication aids. • Fewer instances of disengagement.
Families improve attendance through proactive support.	• Termly improvement in attendance for EYPP children. • Fewer children below 85% attendance. • Reduction in unauthorised absence.
Families supported through positive engagement and guidance.	• More meaningful interactions with EYPP families. • More consistent routines (e.g., attendance, drop-off, toileting). • Parents report increased confidence and understanding.

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.

Activity	Success criteria
<i>Providing extra nursery or lunch time sessions for children</i>	- Increased attendance and engagement among disadvantaged pupils participating in extra sessions - Improved readiness for learning due calmer transitions.
Support for communication and language development -Blast Intervention -Early Talk Boost	- Improved attention and listening behaviours, enabling children to communicate more successfully. - Greater confidence in communicating needs, ideas and feelings, shown through more frequent initiation of interactions with peers and adults. - Accelerated progress in early communication milestones, with disadvantaged pupils making progress at least in line with their peers.
Support for emotional, social and confidence building -Therapeutic Play sessions -1:1 play sessions for under 3's	- Improved emotional regulation, shown through fewer incidents of dysregulation - Increased resilience and independence, demonstrated through children accessing the environment and new experiences. - Greater confidence in social interactions, evidenced by more positive peer interactions.
Widening life experiences for the children - Beach School - Tiny Tweeties - Chicks - Church visits	- Increased engagement and curiosity, shown through participation in new activities, visits, and hands-on experiences. - Broader vocabulary and improved communication, demonstrated through children using new words linked to real-life experiences in play and conversations. - Greater confidence in unfamiliar environments, evidenced by children showing reduced anxiety and increased independence supported by staff
Family Support -Toileting support -Weaning support -Dental weeks -1:1 support	- Improved attendance and punctuality, as families receive tailored support to develop consistent routines and overcome barriers to engagement. - Stronger relationships between home and school, evidenced through increased parental involvement especially linked to parenting concerns - Sign posting to other agencies for further support.

Part B: Review of Progress for 2025/26



Early Years Pupil Premium (EYPP) Entry and Exit Analysis 2025-26

The EYPP cohort has made strong progress throughout the academic year. At entry, over half of pupils were working below age-related expectations, whereas by the end of Nursery almost three-quarters were achieving Secure or Above outcomes. This demonstrates the positive impact of targeted intervention and support for disadvantaged children.

Assessment Point	Below	Emerging	Secure	Above/Exceeding
Assessment 1 (Entry)	8.7%	43.5%	47.8%	0%
Assessment 2	4.3%	13.0%	69.6%	13.0%
Assessment 3 (Exit)	4.3%	21.7%	56.5%	17.4%

Key Findings

Strong improvement from entry to exit

- At entry, **52.2% of EYPP pupils were working Below or Emerging** expectations.
- By exit, this had reduced to **26.0%**, meaning the proportion below age-related expectations was halved.
- The percentage achieving **Secure or Above increased from 47.8% to 73.9%**.

Reduction in the lowest attainment group

- Children assessed as **Below** reduced from **8.7% to 4.3%** over the year.
- This demonstrates that the majority of the lowest-attaining children made progress and moved closer to age-related expectations.

Growth in higher attainment

- No EYPP pupils were assessed as Above or Exceeding at entry.
- By the end of the year, **17.4% were achieving Above expectations**, highlighting strong progress amongst higher-attaining disadvantaged pupils.

Secure attainment increased significantly

- The proportion of pupils achieving Secure rose from **47.8% at entry to 56.5% at exit**, peaking at 69.6% during the spring term.

- This demonstrates that most EYPP pupils are leaving Nursery working within age-related expectations.

Outcomes are particularly strong in Physical Development, Communication and Language, Understanding the World and Expressive Arts and Design. While Literacy remains an area for continued improvement, the data demonstrates that disadvantaged children have made positive progress and are well prepared for transition into Reception.

The EYPP cohort made strong progress throughout 2025-26. At entry, 52.2% of pupils were working Below or Emerging expectations; by the end of Nursery this had reduced to 26.0%. The proportion achieving Secure or Above increased from 47.8% to 73.9%, while 17.4% achieved Above expectations at exit compared with none at baseline. These outcomes demonstrate that disadvantaged children have benefited from targeted provision and intervention and are making good progress towards age-related expectations. Overall, EYPP pupils are leaving Nursery well prepared for transition into Reception.

