Pupil premium strategy statement - Henry Allen 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	55
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	2026-2027
Date this statement was published	October 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Charlie Macdonald Headteacher
Pupil premium lead	Charlie Macdonald Headteacher
Governor / Trustee lead	Alice Memminger, governor

Funding overview

Detail	Amount	
Pupil premium funding allocation this academic year	Autumn '26	£2,620
	Spring '27	£3056
	Summer '27	£3056
Recovery premium funding allocation this academic year	£0	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£8,732	

Part A: Pupil premium strategy plan

Statement of intent

At Henry Allen Nursery School we strive to ensure that all children, regardless of their background, have equal opportunities in the setting, make excellent progress and reach their full potential across all areas of the curriculum. The focus of our pupil premium strategy is to support all children at risk of disadvantage in achieving these goals.

When allocating the pupil premium funding we take a holistic approach; considering the starting point of individual children, and taking into consideration potential challenges that may impact on attainment. Funding is carefully allocated to support children irrespective of their baseline.

At Henry Allen Nursery we endeavour to provide high quality teaching and an enriching, engaging environment where children can thrive regardless of any disadvantage. Funding is carefully thought out to best meet the needs of individual children. Key actions are set out for the children and their families, and decisions are based on baseline data as well as conversations with parents and carers. Children's attainment, progress and potential barriers to learning are reviewed termly, and monitored to ensure the funding is having a positive impact.

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data indicates that half of children at risk of disadvantage in the Nursery have attendance that falls below what is expected in schools.
2	Baseline data and transition meetings with parents/carers indicate that half of the children are working below age related expectations in all of the prime areas, particularly CLL and PSED.
3	Some children require support to ensure that the home learning environment promotes early learning. Half of the children are living with a sibling with additional needs.

4	A quarter of the children at risk of disadvantage have more significant needs, that require a level of individual support, either through an EHCP, or SEN support plan.
5	One pupil in receipt of PP funding is school age, and being educated out of cohort due to additional needs.

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
1	To achieve and sustain improved attendance for all children in the Nursery, especially those at risk of disadvantage.	• Termly data will show improved attendance. • Clear systems for monitoring attendance and offering support will be in place. • Absences will be consistently followed up on the first day.
2	Improved communication and language skills	• Children will make strong progress from their starting points. • Increase in the number of children reaching expected development in communication and language.
3	Improved emotional literacy, social skills and positive mental health	• Identified children will develop strategies to help manage their anxiety, self-esteem, emotional regulation and social skills.
4	Families will be supported to ensure that the home learning environment promotes early learning	• Key workers will strive to develop positive relationships with parents and carers. • Families and staff will work collaboratively towards shared outcomes.
5	Children with additional needs will be referred to relevant professionals and supported in setting through targeted interventions	• Children will make progress in all areas of the

		curriculum regardless of their starting point. • Staff will deliver interventions following advice from external professionals.

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 and targeted academic support

Budgeted cost: *cost to nursery exceeds pupil funding*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extended sessions offered to some target pupils with the aim of improving attendance and providing them with further opportunities in line with peers entitled to 30 hours funding. This would also allow parents to get back into the workplace.	There is a strong evidence that there is a link between low family income and poor educational attainment. Outcomes for children are likely to be improved if parents are back in work and they have access to increased hours at Nursery. https://www.lse.ac.uk/business/consulting/reports/closing-gaps-early https://www.suttontrust.com/wp-content/uploads/2021/08/What-do-we-know-about-the-30-hour-entitlement-literature-review.pdf http://eprints.lse.ac.uk/67377/1/McNally_Universal%20pre-school_2016.pdf	1
Nursery to continue to deliver the Talk Boost programme, aimed at supporting children's speech and language development.	There is a strong evidence base that suggests early intervention for children with speech and language delay will improve educational outcomes for children going forward in their education. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-talk-boost-2023-trial	2,4,5

Trained staff will identify children who would benefit from the ELSA programme. They will work with the identified children, supporting their emotional literacy.	https://educationendowmentfoundation.org.uk/early-years/evidence-store/personal-social-and-emotional-development?approach=teaching-awareness-of-emotions-and-feelings&utm_source=/early-years/evidence-store/personal-social-and-emotional-development&utm_medium=search&utm_campaign=site_search&search_term=emotional	3
The Nursery strives to ensure that parental collaboration is key to ensuring children reach their full potential across the curriculum.	Parental engagement in early year's education is consistently associated with children's subsequent academic success. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement	4
Individual and small group support is provided for children where needs are identified in order to support their development and fully access the curriculum.	There is strong evidence to suggest that where support assistants are used effectively, following advice from senior teachers and external professionals, children can achieve better outcomes and greater independence. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants#nav-download-the-guidance-report-and-poster	2,3,5

Wider strategies

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased hours offered to some children with the aim of improving attendance so that it falls in line with peers.	https://www.nuffieldfoundation.org/project/the-impact-of-nursery-attendance-on-childrens-outcomes	1

Total budgeted cost: *£8,732*

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025-2026 academic year.

Children at Henry Allen Nursery School are assessed through formative observations throughout their time at Nursery, starting with baseline assessments on entry. Pupil progress meetings are held at the end of each academic term, and staff identify children working at or below age related expectations.

In 2025-2026, these assessments showed that the attainment of disadvantaged pupils was below that of their peers on entry to Nursery, with only 20% on target in the three prime areas of learning on entry. Of the pupils entitled to pupil premium funding 2 had an EHCP, with a further child undergoing an EHCNA. A further 5 had an APDR in place.

Attendance was a concern for several families. Poor mental and physical health in parents was also a cause for concern. 8 of the pupils had help from the family support service, and during the year we completed a MARF for 5 of the pupils. Staff worked closely with parents to ensure they were in setting as often as possible, and we offered extended hours (including breakfast club) to several children. This ensured that they were accessing similar opportunities to their peers entitled to 30 hours funding, and we noticed a significant improvement in attendance once we offered the extended hours. Attendance increased for all pupils except 3 during the academic year.

In addition to offering extended sessions, we funded resources for pupils to support their emotional regulation. Resources included equipment for a sensory circuit, trampoline, peanut ball, black out tent and sensory lights. We introduced the teaching of emotions through The Colour Monster books, and embedded visuals in the nursery as a strategy for children to begin to understand how to self-regulate.

By the end of the academic year, half of the pupils were reaching expected age related levels in the prime areas of learning.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
ELSA training	Nurturing Minds Consultancy
Curiosity approach	Bucks

Service pupil premium funding (optional) N/A

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	