

Ronald Tree Nursery School Early Years Pupil premium strategy statement September 2026

1. Summary information					
School	Ronald Tree Nursery School				
Academic Year	2026-2027	Total EYPP budget	£33,841 (estimate) This will be supplemented with deprivation funding	Date of most recent EYPP Review	July 2026
Total no. of pupils	118	Number of pupils eligible for EYPP	(estimate) 45 pupils in Sept (ages 2-4)	Date for next internal review of this strategy	January 2027
2. Attainment July 2025					
N2 pupil data only (school leavers)			Pupils eligible for EYPP (without SEND)	Whole N2 Cohort	
% of nursery leavers achieving expected level for their age in Personal, Social & Emotional Development			66% (76%)	66%	
% of nursery leavers achieving expected level for their age in Communication & Language			55% (82%)	66%	
% of nursery leavers achieving expected level for their age in Physical Development			78% (100%)	82%	
% of nursery leavers achieving expected level for their age in Literacy			70% (88%)	71%	
% of nursery leavers achieving expected level for their age in Maths			59% (71%)	66%	
In all areas of the curriculum with the exception of Communication and Language, EYPP pupils showed a rise in achievement. There were a high number of pupils with SEN needs in this cohort so, while roughly in line with their peers across the majority of subjects, the figures were also calculated for EYPP pupils without SEND inclusion.					
3. Possible barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers (issues to be addressed in school, such as poor oral language skills)					
A.	Some of the EYPP pupils fall into other vulnerable groups such as EAL/SEND and need further support				
B.	Low levels of expressive language can be displayed in these pupils				
External barriers (issues which also require action outside school, such as low attendance rates)					
C.	Some children eligible for EYPP are looked after or have involvement from social care				
D.	Some EYPP pupils may have poor attendance				

E	Some parents of EYPP pupils may need support to understand the EY curriculum	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	To significantly improve Personal, Social and Emotional Development outcomes for EYPP pupils, ensuring N2 pupils achieve in line with or above their non-EYPP peers	• Focus child reports demonstrate at least 85% of EYPP pupils make expected or better progress from baseline • Gap between EYPP and non-EYPP pupils in PSE narrows to less than 5 percentage points
B.	To accelerate progress in Communication and Language for EYPP pupils, with particular focus on expressive language skills, ensuring N2 pupils achieve in line with or above their non-EYPP peers	• 100% of identified EYPP pupils receive targeted WellComm interventions within 4 weeks of assessment • Gap between EYPP pupils and whole cohort in C&L reduces to less than 5 percentage points • Staff observations evidence improved expressive language in 85% of targeted EYPP pupils
C.	To close the attainment gap in Mathematics so that N2 EYPP pupils achieve in line with their non-EYPP peers and previous year outcomes	• 100% of staff demonstrate secure understanding of core Maths concepts through planning scrutiny and observations • Baseline to end-of-year progress data shows EYPP pupils making at least expected progress, • Parent feedback indicates increased confidence in supporting Maths learning at home
D.	To provide high-quality enrichment experiences that build cultural capital and life skills for all EYPP pupils, particularly those who may not otherwise access such opportunities	• 100% of EYPP pupils participate in at least 4 different enrichment activities throughout the year (e.g., farm visit, cooking club, music sessions, community visits) • Termly timetable of experiences delivered and documented on Tapestry with 80% parent engagement • Staff observations evidence EYPP pupils using vocabulary and knowledge gained from experiences in their play and learning • Parent surveys show 80% feel their child has accessed experiences they wouldn't have had otherwise • EYPP pupils demonstrate increased independence in life skills (e.g., using money, public transport) as evidenced in observations

E.	To improve parental engagement and maintain attendance rates for EYPP pupils	- Regular parent engagement sessions held to include focus weeks, invitations to enrichment activities and weekly drop-in sessions - FSW links with community support and links with families as needed - Early intervention procedures in place for EYPP pupils with attendance below 80%. - Termly attendance data shows EYPP pupils in line with their peers.
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5. Planned expenditure

Academic year	2026-2027
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To significantly improve Personal, Social and Emotional Development outcomes for EYPP pupils, ensuring N2 pupils achieve in line with or above their non-EYPP peers	Keyworkers will identify their EYPP pupils, track their progress and offer additional support where needed. Whole class behaviour expectations in place and a focus in planning Employ extra member of staff to cover non-contact time to support this	PSE data shows as one of the lower attaining subjects in our curriculum. Children need high levels of well-being and feel secure to enable learning to take place. We are noticing a decline in pupil respect for the environment and each other.	New curriculum coverage monitored through file scrutinies and 'Focus Child' observations Data snapshots will further identify pupils and areas of provision that need extra input and support.	Head Teacher and teacher	SMT Jan March and June 2027 as part of the monitoring schedule
To accelerate progress in Communication and Language for EYPP pupils, with particular focus on expressive language skills, ensuring N2 pupils achieve in line with or above their non-EYPP peers	WellComm assessment tool utilised to identify gaps. Key workers given non-contact time and planning time to plan additional support. Own S&L consultant employed to assess pupils, offer strategies to support and model/coach key workers to deliver these	Children at Ronald Tree arrive with low levels of speech and language. We support them to make very good progress in their time with us, but the data shows that attainment is still lower than we would like when children leave us for Reception	Monitoring of language assessments and data snapshots alongside focus child observations Staff supervision objectives individualised according to cohort need.	Head teacher & teacher	SMT Dec 26 March and June 2027 as part of the monitoring cycle Data shared with Govs x 3 a year

To close the attainment gap in Mathematics so that N2 EYPP pupils achieve in line with their non-EYPP peers and previous year outcomes	Staff training on core Maths concepts Key workers to maintain ongoing assessment, identify gaps and address with indiv children Family engagement plans to increase understanding Focus week	Historic data shows a trend in lower % in Maths of pupils reaching expected levels than other areas of development. Maths requires knowledgeable input that may need to be shared with families	Monitoring of data snapshots alongside focus child and staff observations Planning scrutiny shows coverage, vocabulary and progress in Maths teaching A higher % than baseline of those reaching the expected level by the end of the academic year	Head teacher & teacher	SMT Dec 26 March and June 2027 as part of the monitoring cycle Data shared with Govs x 3 a year
Total budgeted cost					Cover for training time £1500 SALT £4,000 EYA Home working cover £14,221 Nil Wellcomm costs
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To provide high-quality enrichment experiences that build cultural capital and life skills for all EYPP pupils, particularly those who may not otherwise access such opportunities	Bring visitors and experiences into school – such as storytellers, Music makers Create clubs for EYPP pupils such as cooking/art/music Take pupils out to the green patch, use of public transport, access to the library and shops using money enrichment of life skills etc	These life experiences will increase the cultural capital of those pupils who may not otherwise have these opportunities. They will be run in small, 'family style' groups to develop interaction and engagement.	Termly supervisions with FSW + EYPP assistant Check ins with Keyworkers to support children's development Data snapshots Scrutiny of Tapestry posts, parent engagement and pupil curriculum check-ins	Head Teacher and FSW	Termly Overview shared with Govs x 3 a year
Total budgeted cost					EYPP cover £7500 Farm trip £300 Cooking ingredients £500 EYPP Hall hire £1000 PEEP/intervention hall hire £612 Magician £280 Days out £250 Music Makers £2.000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Support parents to understand and extend their children's learning and development and promote regular attendance	FSW to work alongside community workers eg KCU/family hubs and counsellors to lead open and targeted parent sessions in supporting their child. Nursery to hold termly parent stay and plays in different areas of the EY curriculum, suggesting learning activities and modelling interactions. Work with individual parents to support.	Many of the parents are young and need support with their parenting skills and support on how to interact with their children. Parent questionnaires and discussion showed parents were unsure of our curriculum and developmental milestones for children	Audit of need completed by FSW Timetable of parent events Parental feedback through tapestry observations, surveys and dialogue	Head Teacher and FSW	SMT Dec 26 March and June 2027 as part of the monitoring cycle Overview shared with Gobs x 3 a year
Food bank	Working alongside KCU not just for foodbank but with attendance at Drop in offering support with life skills and budgeting during the living cost crisis.	Families feel supported by Ronald Tree Nursery, therefore have the confidence to trust outside organisations to support them with advice.	Good communication with KCU Parents feedback and visually seeing our families make life changes.	FSW	Jan 27 and July 27
Total budgeted cost					£ 0.5 FSW role annual salary £18,297