

Pupil premium strategy statement – The Grove Nursery School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 January 2026	66 (Nov 2025)
Proportion (%) of pupil premium eligible pupils January 2026	47% (Nov 2025)
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)	2026-2029
Date this statement was published	Dec 2025
Date on which it will be reviewed 1	Nov 26
Date on which it will be reviewed 2	Nov 27
Date on which it will be reviewed 3	Nov 28
Reviewed and new 3 year plan created	Nov 29
Statement authorised by	Executive Headteacher
Early Years Pupil premium lead	Claire Navaie

Governor / Trustee lead	Dena Attar
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 25,548
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£25,000 [April 2025-2026]

Part A: Pupil premium strategy plan

Statement of intent

Ultimate objectives for disadvantaged children

- Rapidly reduce gaps in communication and language, personal, social and emotional development (PSED), and early literacy-related skills for disadvantaged children so they enter Reception with age-appropriate language, self-regulation and early literacy foundations.
- Ensure disadvantaged children experience high-quality, evidence-informed early education that narrows disadvantage through consistently excellent adult–child interaction, targeted language support and enriched real-life experiences.
- Work in closer partnership with community S< so that speech & language targets are shared and reinforced at home in school.

How this strategy works towards those objectives

- Prioritising high-quality adult child interactions by using the Shrec approach which targets language-rich interactions

Delivering targeted interventions (Targeted Support [Tier 2] using evidence based interventions such as; intensive interaction, people games, attention autism stage 1 stage 20 Sensory songs and stories, sensory circuits, language support boards [chat boards]

Staff to be trained in screening children's speech and language skills(WellComm / Language Screen) to identify needs and measure impact.

- Deploying wider strategies (Tier 3) to support families of children with more complex needs
- Introduce sensory-circuit routines to support regulation,
- Provide support to improve attendance and readiness to learn.

Key principles of the strategy

- Evidence-informed: every major activity is chosen because it is supported by high-quality research (EEF, DfE) and will be monitored for fidelity and impact. See Evidence references throughout.
- Early and diagnostic: identify communication and PSED needs early using validated screens (WellComm / Language Screen) and target support promptly.

Challenges

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

Challenge number	Detail of challenge
1	A significant number of children attending The Grove have speech, language and communication needs (SLCN). Some children already have speech therapy sessions within the community but their targets are not consistently shared with the Nursery. Other children are at the early stages of referral for SaLT referrals.
2	Staff are not always identifying speech, language and communication needs early and consistently. Current screening is inconsistent.
3	Limited real-life experiences at home for some children reduces vocabulary breadth (precise nouns, topic vocabulary) and shared-book talk; low levels of home book-sharing for some disadvantaged families.
4	Emotional development, executive function and regulation needs: some children need support for self-regulation which limits their capacity to engage with learning
5	High-quality adult–child interaction needs strengthening across all staff (consistent use of dialogic reading, interactive book-sharing, Shrec approach and coaching); variability in practice reduces impact of universal provision for disadvantaged children.

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
The school has improved communication with community speech and language therapists. Children who attend Speech and Language therapy have their target sheet at school and commissioned S< models and coaches staff on how to implement targets at school and parents are supported with strategies to use at home	Provision meets children's needs e.g. children who are ready to use visuals are using these at school, home and in clinic. Children make progress in their Speech and language High support [T3] children have SMART targets that have been created using professionals advice and reviews show these have been achieved

	EYPP
Children with S&L delay are identified early and timely referrals made for therapy.	Staff attend Wellcomm training, and begin to trial using this as a S&L screening tool
Children's vocabulary increases through real life, hands on experiences	Garden/ regular trips , Baby goes to market Interactive book reading
Improvements in self-regulation and executive function for targeted children through sensory-circuit and PSED approaches.	Staff researching sensory circuits and advice for colleagues Sensory circuits introduced in soft play Improved emotional regulation Children calming down quicker through adults implementing emotion coaching/ grounding techniques

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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Commissioned SaLT for the academic year This will bridge the gap between therapy in clinic and school support SaLT scaffold and coaches staff and provides resources	DfE & EEF emphasise working with external specialists and sharing targets across home and school to ensure continuity of practice (GOV.UK: Using pupil premium guidance for school leaders). - EEF evidence on oral language interventions highlights the importance of coordinated spoken-language support and targeted specialist input (Oral language interventions — EEF).	1
Whole-setting training: All staff trained and certificated in the WellComm screening	EEF measures database summary for WellComm indicates it is a validated screening tool for early language needs (WellComm — EEF	2,5

toolkit and use of other Language Screening where appropriate; follow-up coaching sessions and moderation.	measures database). - EEF guidance on effective professional development in early years underlines the importance of high-quality PD combined with coaching and moderation (EEF: Effective professional development for early years)	
Shrec Approach Curriculum Planning Embed dialogic talk, interactive book-sharing and planned vocabulary progressions into daily provision; use teacher coaching (lesson obs + feedback) based on a shared interaction (Shrec approach elements made explicit)	EEF Teaching and Learning Toolkit: oral language and dialogic activities produce measurable gains; training improves adult modelling and questioning techniques (Oral language interventions — EEF). - EEF Early Years Evidence Store: responsive interactions and guided reading/book-sharing support language and self-regulation (EEF Early Years Evidence Store: PSED & self-regulation).	3,5
Coaching cycles: Senior teacher/Acting AHT + Early Years consultant provide termly observation/coaching cycles to raise consistency of adult interaction; include video reflection and peer coaching.	EEF evidence on professional development and coaching (large evidence base showing PD + coaching leads to classroom practice change) (EEF: Effective professional development).	3, 5

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement interventions that support language	The EEF's evidence on Nuffield Early Language Intervention (NELI) and oral language interventions shows	1,2

development for identified children: small-group oral language programme delivered by practitioners trained by the SaLT .	substantial impacts from structured, storybook-based programmes and small-group delivery; NELI materials and the EEF summary describe implementation and impact (Nuffield Early Language Intervention — EEF ; Oral language interventions — EEF)	
High Quality Adult-Child interactions Small-group / 1:1 S&L follow-up: short regular sessions (small group, plus individual one to one interactions) delivered by trained early years practitioners/ planned links to classroom provision e.g. using chat boards, stage 1 and 2 attention autism activities.	EEF Toolkit and Early Years evidence emphasise that one-to-one and small-group oral language tuition can accelerate progress in vocabulary and narrative skills (Oral language interventions — EEF).	1,2
Targeted interactive book-sharing sessions for a targeted cohort; staff coached in dialogic reading and interactive book-sharing strategies	EEF evidence for dialogic/shared reading and oral language interventions supports structured shared reading to extend vocabulary and narrative skills (Oral language interventions — EEF). - Recent EEF-funded trials and early-years research (e.g., Talking Time) show PD + book-based practice improves practitioner behaviour and child outcomes (see Nuffield / EEF projects summaries).	2,3

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

Budgeted cost: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment trips and real-life visits (East Street Market, park seasonal walks, Unicorn Theatre)	- EEF oral language and early-years evidence emphasise connecting concrete experiences to vocabulary and narrative learning; experiential learning supports word learning and	3

linked to book topics (e.g., Baby Goes to Market) and planned vocabulary foci; pre- and post-visit interactive book talk and vocabulary activities. Provide transport / subsidised access for disadvantaged children	memory when explicitly linked to language work (Oral language interventions — EEF).	
Implement sensory-circuit routine and tailored sensory regulation activities integrated in soft-play sessions; train staff in sensory strategies and link sensory-circuit sessions with PSED/self-regulation teaching.	- EEF evidence on PSED, self-regulation and executive function recommends multi-component universal approaches; interventions that teach regulation skills and use routines support executive function and SEL outcomes (EEF: PSED / Self-regulation & Executive Function — EEF Evidence Store; Self-regulation — EEF). - Systematic reviews indicate sensory/physical activities can support social and emotional development when embedded with teaching and adult scaffolding (see scoping review on sensory environments) (How do physical or sensory early childhood education and care environment factors affect children's social and emotional development? — ScienceDirect).	4

Total budgeted cost: £ 25,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.