

Pupil premium strategy statement – Norcot EYC

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.

By utilising the EY pupil premium funding, we hope that the children will make good progress during their time at Norcot, particularly improving their development in speaking and listening and social skills.

As a nursery school we are unsure of the numbers of children eligible for Early Years Pupil Premium (EYPP) each year and are therefore unable to make any firm financial commitments. We continually review our strategy throughout the year as new children join us each term (and are identified as eligible for Pupil Premium funding).

Our pupil premium children often have limited experiences in their home life e.g: looking after a pet, baking, gardening and visits to external places.

Money will be used to provide resources to enable children to experience these activities e.g., plants, soil, baking ingredients, purchasing animals to look at life cycles etc. Using outside providers to enhance our curriculum and provide children with more awe and wonder opportunities e.g., trips to the park, experience the life cycle of butterflies, a trip on a bus, visiting farms, opportunities for sport and art.

Money will be spent to facilitate the learning opportunities and experiences outlined in the [Norcot Charter](#) to provide breadth of curriculum. Engagement in the breadth of curriculum on offer is high. Children enjoy and talk about their experiences (evidenced on Tapestry).

We measure the progress of children's language against children's Learning Intentions and next steps for learning and ensure they are on track to meet the end points in Communication and Language. We pay staff to attend weekly CPD sessions to ensure that they have the skills to support all Children at the Centre.

A small group of families receive external support from our Early Years Manager/DSL and Early Help Support Worker to deal with situations that can impact upon attendance, learning, behaviour and welfare of pupils.

Children may live in home environments that are impacted by financial stresses. Children may have been living in an environment with emotional stress and trauma. Additional sessions and staff member time to attend relevant meetings and appointments to support parents and model positive parenting strategies are available.

There is a coordinated approach to attending meetings and supporting children and families. Supporting parents and their children to access all areas of learning – research (EPPSE) suggests the importance of the home learning environment is the most significant indicator of a child's successful outcomes throughout their school life. We use Tapestry to engage parents by suggesting a home learning extension/embedding activity for each observation. We provide information on the topics and suggestions of ways parents can support their children's learning at home.

We engage families through daily contact and regular focus meetings improving long term outcomes for children and ensuring good progress in areas addressed. Parents are enabled to feel empowered to support their child's learning. We record stories and songs for key topics on

Tapestry to model good practice, upskilling families and increasing their confidence when teaching their children.

School overview

Detail	Data
Number of pupils in school	118 (Spring 2026 Census)
Proportion (%) of pupil premium eligible pupils	21.2% (25 out of 118 Spring 2026)
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	Updated March 2026
Date on which it will be reviewed	Summer 2026
Statement authorised by	Katarina Bingham
Pupil premium lead	Helen Walsh
Governor / Trustee lead	Jo & Dan Hilbourne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Autumn 2025 -£7,980 Spring 2026- £8,250 Summer 2026- £8,250) <i>estimate</i>
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£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>	£ 24,480 <i>estimated</i>

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefitting the non disadvantaged pupils in our school.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Child starts the day hungry, unsettled with little energy
2	Lack of social skills especially at snack times, meals times
3	Children come from disadvantaged family lives, possibly unsettled or lacking confidence
4	Readiness for Nursery– many children need support to develop active learning and independence skills when starting nursery
5	School Readiness for children from chaotic family lives who maybe or lacking confidence

6	Lack of language and social skills
7	Lack of opportunities outside of Nursery
8	Poor attendance impacts learning and development

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
EYPP Children make Good Progress	Assessment shows attainment in line with non-PP Children
EYPP Children develop good communication and Language skills	Develop Good Communication skills – meet assessment criteria
Gap Narrowed between EYPP and non EYPP	Assessment shows attainment in line with non-PP Children
Support parents to get help if needed	Parents feel empowered to take control dealing with external agencies and to get support

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 (for example, CPD, recruitment and retention)

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Weekly CPD sessions for staff including</i> • Tales Toolkit • Communication Differences • Sensory Processing • Climate Action Plan • Toilet Training • Wellbeing Coaching • Phonics • Trauma Informed Level 1 • Tales toolkit • Conflict to connection • Transitions • Music in Early Years • Safeguarding • Online safety	Staff are equipped to support children	1, 2, 3, 4,5,6,7

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

Budgeted cost: £ -

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

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

Budgeted cost: £23,480 estimated (from Pupil Premium budget rest funded from main budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bread available to make toast for children if needed.	Nutritious breakfast, child not hungry calm start to the day	1
Early Years Manager/DSL, EHSW time on individual basis for families Support with housing, child protection meetings, domestic abuse advice, accompanying to the professional meetings, helping to access family services, advice on finance and debt, housing support, adult education support, local community engagement, completing paperwork. Providing advice for topics such as toilet training and consistency, making referrals to Early help and Children's single point of access, making referrals for food parcels and clothing/furniture/equipment, making wellbeing calls, checking in on families and being a listening ear.	Families feel supported, more confident, more knowledgeable, settled, children happy and settled.	3
	Improved self-regulation skills to enable them to access the curriculum fully	4

Visit and meetings with the primary for school/ Support to parents with School Applications Unsettled, lacks confidence- Visit and meetings with the School/setting. Transition information passed on. Support to families with School Applications, appeals and induction process. School place achieved in time at appropriate school, child less apprehensive.	School place achieved in time at appropriate school, Smooth transition to the primary school, child less apprehensive. New school/setting aware of information about child to help them settle.	5
Skills Learnt through Nature walks and Forest school Help to develop communication and social skills Woodwork skills developed	Help to develop communication and social skills	6
Skills Focus Group Sessions for small groups of children Individual action plans written to identify areas of weakness in aspects of learning, focus learning opportunities planned, child making progress in targeted areas	Individual action plans written to identify areas of weakness in aspects of learning, focus learning opportunities planned, child making progress in targeted areas	6
Experience Norcot Library Visits Help to develop love for reading	Help to develop communication and social skills	6
Ewe to U		7

The children will have a first-hand exciting experience with farm animals	Help to develop communication and social skills particularly developing descriptive language. Children are able to have close contact with farm animals as not all our children have the opportunity to do this outside of Nursery. The emphasis is on touching and feeding the animals to build confidence and awareness. Through Listening, mimicking sounds and singing children develop their speech and language, communication and increase vocabulary	
Smudge Art Emma's Art - external provider Children took part in a craft session to make decorations for Christmas	EYPP children will access creative experiences they may not have at home Children will develop confidence in creating and taking pride in their work Children will learn and use specific vocabulary related to: Textures (shiny, sparkly, rough, smooth, sticky), Colours (gold, silver, red, green) Descriptive language (my decoration is..., I made it by...) Fine Motor Skills (Physical Development) Children will strengthen finger muscles through threading, sticking, and manipulating small materials Children will build self-esteem by creating something to take home and share with families	7
Church visit	Enhanced vocabulary related to places of worship and community buildings Increased awareness and respect for different beliefs and special places Improved ability to talk about similarities and differences between themselves and others Greater engagement in follow-up activities exploring special places, celebrations and communities	7
Train to Reading Station <i>(Spring Term 2026)</i>	Measurable progress in EYFS 'Understanding the World' objectives related to people, culture and communities Many of our disadvantaged pupils have limited experience of public transport or travelling beyond their immediate area	

<i>To be completed</i> <i>(Summer Term 2026)</i>	Provides real-world context: Links classroom learning about transport, journeys and the local community to concrete experiences Supports language development. Exposure to transport-specific vocabulary in a meaningful, memorable context Expected Outcomes Enhanced vocabulary related to trains, travel and transport Increased confidence when discussing different types of transport and their purposes Improved ability to sequence events (journey to station, waiting, watching trains, return journey)	
Individual parent sessions - Toilet training, school applications, financial support, completing paperwork	Parents given support advice and signposted. Parents feel empowered to deal with situations.	3 & 5
Attendance Monitoring Daily calls to monitor reasons for non-attendance for safeguarding Offer of support for parents who struggle to get children in on time or in to Nursery at times	Non-attendance reported more quickly All absences accounted for	8

Total budgeted cost: £ £ 24,480 estimated

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

17.67% of our children had EYPP 2022/23

25.4% of our children had EYPP 2023/24

25.2% of our children had EYPP 2024/25

21.2% of our children had EYPP 2025/26 *estimated*

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	

Service pupil premium funding (optional)

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

Further information (optional)

To ensure cultural capital and extra curriculum enrichment for PP/disadvantaged we continue to provide Forest School in Woodside as well as trips around the local area e.g to the woods, post box and train station. We also have visits to our onsite library. And are continuing to develop our allotment area. Some children experienced using a public transport and went on trips by bus. This had a positive impact on their communication skills as some children were chattier and more confident to speak while outdoors.

Children have also experienced various cooking activities and have experience the awe of watching the life cycles of caterpillars, tadpoles and chicks.

Factors occurring at home often have a detrimental impact on the whole family and the child's learning and development. We help, support and signpost families in a variety of ways to support them to provide the best outcomes for their child. A number of referrals have been made for family workers, food parcels and clothing. We have supported parents with paperwork such as completing DLA forms to enable them to receive financial support. For those who struggled financially, we have paid for wraparound care or allowed the children to attend additional sessions, free of charge or made bespoke sessions. We have also provided snacks for EYPP children.

Other support included completing school applications, school appeals, signposting for housing advice, and tax credits, DLA, finances etc.

To enable families to help their children at home we have provided a range of educational resources, toys and other creative resources and furniture. We have signposted mental health resources and made regular wellbeing calls. The impact of parental support enables the families to feel empowered by giving them the support, guidance and tools to enable them to be able to do things for themselves.