Pupil premium strategy statement – Ribblesdale Nursery School 2026 -2027

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	Autumn '25- 41 Spring '26 -60 Summer '26-58 Autumn' 26- 47
Proportion (%) of pupil premium eligible pupils	Autumn '25 -20% Spring '26- 23% Summer '26- 22% Autumn '26- 24%
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)**	Autumn 2024 – Autumn 2027
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Susan Allan (Head teacher)
Pupil premium lead	Susan Allan
Governor / Trustee lead	Helen Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation last financial year 2025-26	Summer 2025 £2,769 Autumn 2025 £1428 Spring 2026 £2090
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2025/26 cannot be carried forward beyond August 31, 2026.*	£0
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	Based on previous academic year funding and

	number of EYPP approximately £6000

Part A: Pupil premium strategy plan

Statement of intent

'Nurturing all to inspire to learn'

At Ribblesdale Nursery School, we aspire to provide a calm, safe and nurturing environment where all children are encouraged to become independent and resilient learners and well-being is a priority. We work closely with parents, carers, and the community in order to provide meaningful, enjoyable and personalised learning experiences so that children are able to develop, consolidate and deepen their learning. We celebrate diversity and aim to provide a fully inclusive environment where each child feels valued and is able to flourish in order to achieve the highest possible outcomes.

'Inclusion is feeling wherever you are, whoever you are, this is the place for you' Lesley Staggs

We aim to provide the best start in life for all children and their families in a safe, fun and stimulating environment. We inspire and nurture our children and promote a love of learning that will carry them through to be lifelong learners.

In order for knowledge to pass from short term to long term memory it must pass through the brain's pathway many times to prevent the memory being lost (Foster 2009)

We have developed 'Images of the Child' which reflect our aspirations for the children at the school and which provides the foundation of our pedagogical approach.

Our vision for the children, who attend our Nursery School, is for them to become valued and valuable members of the local community through nurturing their…

- **Individuality**
- *A child who feels valued and is able to make their own choices to explore, respect and expand upon their own and others' interests, beliefs and cultural identity.*
- **Confidence**
- *A child who feels comfortable to be themselves.*
- **Expressiveness**
- *A child who is able to express themselves in a wide variety of ways that feels comfortable to them. Be able to express their views of the world by having opportunity to experience arts, music and movement.*
- **Creativity**
- *A child who uses media, materials, music and movement to create interpretations of their thoughts, feelings and ideas.*
- **Imagination**
- *A child who shares their thoughts, feelings and ideas through circumstantial opportunities that a broad and rich curriculum and environment offers to them.*

- **Curiosity**
- *A child who is interested and wants to find out more, to expand on their knowledge and deepen their understanding.*

❖ **Perseverance**

- *A child who knows it is ok to give up but has confidence to bounce back, to try again and to keep going.*

❖ **Communication**

- *A child who is able to use verbal/non-verbal communication to make connections, build relationships and share their own thoughts, feelings and ide*

The school recognises that high quality teaching and early intervention is key to providing children with the best possible outcomes. Evidenced based research on early years practice provides the base to our approach to pedagogy and our knowledge of the children and families in our community. The implementation of our intent is based on research in to quality early years practice and providing strategies to teaching and learning that have demonstrated impact and support all children to become successful life-long learners. Our practice is informed using an active research model and all staff adopt a reflective practice approach. Ongoing professional development is highly valued and effective.

Challenges

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

Challenge number	Detail of challenge
1 Speech and Language	*A high level number of children enter the Nursery with significant or delays to their speech and language development or with delayed language and communication*
2 SEND	Significant number of children with SEND including complex medical needs
3 PSED	Children with poor regulation skills and low personal, social and emotional development
4 Limited life experiences	Limited life experience beyond their home and locality.

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
For children to access interventions in Nursery to enable their language and communication to develop. EYPP children achieve the same levels of progress as their peers. To close the attainment gap against the school curriculum so EYPP children are ready to thrive at Primary School.	Children widen their vocabulary and rapidly use an increasing amount of words. Use a variety of ways to communicate to make their needs known. Become more confident in communicating with a variety of people including adults and their peers. Environment supports the development of communication
For children's wellbeing to remain high. Children will have strategies to manage their feelings and behaviours, enabling them to access all areas of the Nursery and curriculum successfully. Children will make rapid progress in PSED closing any attainment gap and providing lifelong strategies.	Children are able to understand and manage their emotions more effectively. Children build relationships with others and seek them out Children become more confident in meeting their needs and asking for help when needed. Try to persevere and bounce back when they face difficultly. Wellbeing and Involvement observed to be high.
Children with special educational needs and complex medical needs to make rapid and sustained progress through a unique curriculum to meet their specific needs. Children to have access to interventions to support their learning and progress.	All SEND children make sustained and significant progress through effectively identifying areas to develop and setting SMART targets.
Eligible children to have increased opportunity to access rich, real life learning experiences. Experiences of nature and the outdoors (For-est Schools)	Planning is focused on the children's strengths, interests and areas identified as gaps. Continuous provision meets the identified areas, provides opportunity to practice skills to embed, and provides further opportunity for challenge. Ensure targeted children are able to experience a wide variety of opportunities such as forest school, baking, visiting the theatre etc.

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: £1200 + £2000 + £500 (additional supply TA2 to support follow strategies)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching staff to access professional development to support their pedagogical strategies and development of the curriculum. Termly Equality and Diversity meeting Membership to Equality Mark £399 BEHAVE training Teacher training (1 staff member) Level 3 training (1 staff member)	'Effective teaching requires considerable knowledge and skill, which should be developed as teachers' careers progress. High-quality professional development requires workplaces to be steeped in rigorous scholarship, with professionals continually developing and supporting each other so that pupils benefit from the best possible teaching' DfE Teaching staff are the most valuable resource in a school and professional development should be prioritised especially to meet the development needs of the most vulnerable children. Staff to be upskilled to support children's PSED, using a trauma informed approach. Continuing professional development (CPD) is also important for good-quality early years provision, Best Start in Life Part 1 Early self-regulation is also important for later educational outcomes. As children get better at controlling and directing their cognition, emotions and behaviour, they can get more from teaching and learning activities. In this way, self-regulation is linked to academic achievement from early childhood to adolescence and into adulthood. Best Part in Life part 2 Update 2026-27 – whole school staff training on staff handbook and CPD linked to Effective Professional development: https://educationendowmentfoundation.org.uk/early-years/professional-development-guide Training to be Provided by Petit Therapy to focus on: **Core Focus Areas of the Course** • **Sensory Processing:** Understanding how a child's nervous system interprets daily input (such as movement, touch, and sound) and how	1, 2, 3 and 4

	this influences sleep, food preferences, and attention. • **Dysregulation & Survival States:** Recognizing the true underlying triggers behind everyday meltdowns and difficult transitions. • **Proactive Strategies:** Learning how to design and embed customized, practical sensory routines into normal daily family life to foster calmer, more regulated days.	
Concept cat training	The school is part of the EEF research programme – all staff will be trained to deliver programme. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/concept-cat-2023-24-trial **Update 2026-27-** We are now using Makaton as part of the total communication approach – we buy into Makaton.org to get necessary signs. These are linked to core texts, planning and visuals.	1

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

Budgeted cost: £1850

Activity	Evidence that supports this approach	Challenge number(s) addressed
All children to have a WELLCOMM assessment Wellcomm: 9 hours staff time each academic year:	https://www.gl-assessment.co.uk/assessments/products/wellcomm/ WELLCOMM is a known language and understanding assessment programme to support next steps in children's language development This strategy has been effective in supporting the school in providing children with targeted and effective intervention. Best Start in Life Part 2: https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-2-the-3-prime-areas-of-learning	1,2,3

	'Communication and language are fundamental to every aspect of young children's thinking and learning.'	
Targeted support is given where identified. This may be 'bubble or ginger bear', Attention Autism referral to SALT, individual targets	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years Children are shown to make sustained and rapid progress when targeted and timely intervention is put in place. 'Children whose language appears delayed at the start of the early years need targeted support with careful monitoring to check they are making progress.' Best start in life part 2 Resources to support a rich communication environment and promote interactions with peers and imaginative play. 2 x staff x 1 hour per week to deliver intervention communication and language support groups	1,2,3
Sandplay through Talking and Drawing Limited	Targeted therapeutic support gentle, non-invasive therapeutic approaches often used together or as part of structured interventions like Drawing and Talking Therapy to help individuals—especially children and trauma survivors—express emotions that are hard to put into words. Practitioner to work alongside a child for up to 30 minutes.	
Replenish books for Rainbow readers and book borrowing scheme		£500

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

Budgeted cost: £600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Plan for opportunities to widen the children's experiences (cultural capital).	EEF Early Years Toolkit – Parental engagement activities can have on average a positive impact of five months https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement	3,4

	Use practitioner skills to provide additional learning e.g. music, forest school, etc. Explore further using the area where the children live, e.g. castle, theatre, shops. Invite people in to visit e.g. Doctor, Police Officer etc. Linking schools, story museum Making children's learning visible family conferences Cultural capital has an impact on children's access to education. We define cultural capital as 'the essential knowledge that children need to prepare them for their future success' or 'essential knowledge that children need to be educated citizens'. Best Start in Life Part 1 https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-1-setting-the-scene	
Develop onsite Forest School 2025-27	This academic year 2026-27 with additional pupil premium funding we are also introducing a new forest schools offer on site. EYPP children will be prioritised to use this area. This will support children to develop their self-regulation and executive function through: ***This research suggests that the children's supported by regular outdoor sessions alongside skilled practitioners. This research also supports the idea of looking to outdoor learning as an effective intervention for young children with disadvantaged backgrounds.*** The Hare and the Tortoise go to Forest School: Taking the scenic route to academic attainment via emotional wellbeing outdoors***social development and emotional wellbeing were*** • Co-regulation by responding to the child's exploration and learning and expanding on the interest and learning. • Creating challenges and navigating independently and with scaffolding from an adult • Creating a community of collaborative learners • Promoting physical activity • Promoting talk which encourages children to plan, monitor and reflect on their thinking and learning. EEF (Approaches to support self – regulation and executive function)	1,2,3,4

	In addition 2026/27 we will be focusing on how the Forest school supports children's wellbeing and involvement (Leuven) and develops children's COEL.	

Total budgeted cost: £6150

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

School Leavers 2026-

On entry 75% of EYPP children were working towards expected level. We focussed as a school on foundational subjects and the prime areas to ensure that EYPP children had a strong foundation for starting Primary School. On exit only 75% of EYPP children were working at expected level in all Prime areas.

100% of EYPP children (excluding those with EHCPs) were working at expected level in WELLCOMM on exit.

2 EYPP children received an EHCP and were making strong progress towards their individual targets.

This academic year 2026-27 100% of EYPP children are assessed as working below expected level.

Through a gap analysis we want to focus on the following this academic year:

Specific areas – staff focus on raising attainment in Prime Areas first, before focussing on Specific Areas.

Targeted strategies to support:

Rainbow readers to go out to all EYPP pupils –communication and language to support development of spoken language skills, expressive vocabulary and early reading (EEF: https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches)

Key workers to remind all parents about the Book Loan Scheme available in Nursery School.

To use EYPP to purchase new high quality texts to support above strategy.

Tapestry – signposted to the Family Hub 'What's on' and SEND drop-in sessions.

Spotlight children – Wellbeing and Involvement observations to be used. To support practitioner knowledge of children to develop a secure and supportive environment. To further understand how the continuous provision is supporting individual children to dvelop their COEL. https://educationendowmentfoundation.org.uk/early-years/evidence-store/personal-social-and-emotional-development

WellComm: https://www.gl-assessment.co.uk/products/wellcomm/

Makaton.org - £110 using Makaton as part of the total communication approach

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
WELLCOMM	GL Assessment
Concept Cat	Anna Branagon
Makaton	Makaton Society
Sandplay	Drawing and Talking Limited