

Pupil premium strategy statement – Kintore Way Community 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school October Census 2025	85
Proportion (%) of pupil premium eligible pupils	41.2% (35) pupils
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)	3 Years
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
Date on which it will be reviewed	Dec 2027
Date on which it will be reviewed	Dec 2028
Statement authorised by	R Sherwood
Pupil premium lead	Christine Zanabi
Governor / Trustee lead	Dena Attar

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 30,000 [April 2025-2026]
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>	£30,000

Part A: Pupil premium strategy plan

Statement of intent

Ultimate objectives for disadvantaged pupil

- Ensure children eligible for Early Years Pupil Premium (EYPP) make accelerated progress from their individual starting points so that by transition to Reception they have age-appropriate communication, social-emotional and play skills and are able to access the Reception curriculum.
- Narrow and, where possible, close gaps in spoken language, social communication, play skills, self-regulation (executive function) and independent self-care (toileting) between EYPP children and their peers.
- Strengthen family capacity to support early communication, emotional regulation and toilet learning so that progress is sustained beyond the nursery setting.
- Ensure interventions are evidence-informed, cost-effective and deliver measurable impact that is monitored and reported to governors and parents

In our setting, a significant proportion of children eligible for Early Years Pupil Premium (EYPP) present with:

- **Speech and language delays.**
- **Social communication difficulties.**
- **Limited play skills, particularly in imaginative and cooperative play.**
- **Low emotional regulation and Executive Functions skill levels that limit children accessing our curriculum and learning, forming relationships, and engaging meaningfully with their environment.**
- **High numbers of children are starting nursery in nappies.**
- **High numbers of families need support to access multi-agency support including Family Hubs so that barriers to children's good health and development (including housing, poverty, parental mental health) may be lessened.**

Our strategy aims to address these barriers early, ensuring children make accelerated progress and are well-prepared for the next stage of their education.

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 Needs • Language delay and language disorder with cohort • Difficulty understanding and following instructions • Reduced confidence in verbal interactions • Limited vocabulary and expressive language Language development is central to self-regulation: children use language to guide their actions and plans.
2	Social Communication Needs • Challenges in initiating and maintaining interactions • Limited use of non-verbal communication (e.g., eye contact, gestures) • Difficulty interpreting social cues
3	Limited Play Skills • Preference for solitary or repetitive play • Difficulty engaging in imaginative or role play • Limited turn-taking and cooperative play
4	Low Self-regulation Skills and Low Executive function skills within cohort. Children's play skills are low within cohort. Children need support to • inhibit impulsive behaviour • focus their attention • hold information in mind • think flexibly These abilities contribute to the child's growing ability to self-regulate and be part of the happy nursery cohort where they can develop and learn with their peers. Through quality training and inhouse coaching and feedback staff skills are developed. A virtuous circle/positive feedback loop is experienced by children so that as they develop better Executive Functions skills to

	access the curriculum the curriculum then further develops their Executive Functions Skills. • concentrate their thinking • plan what to do next • monitor what they are doing and adapt • regulate strong feelings • be patient for what they want • bounce back when things get difficult. Adults in class need the skills to develop a curriculum and pedagogy that will give children independent play skills. These play skills support young children to focus their thinking, persist and plan ahead.
5	Toilet training • Large percentage of our cohorts are not toilet trained. Parents report struggles in toilet training. Parents of children with SEND need extra support. Early toilet training supports children's Changing nappies takes up a large part of a member of staff's day. <i>There is strong evidence that almost all children can learn to use the potty or toilet between 18 to 30 months – including most children with SEND, with the right support. Toilet training is about learning skills, and these can be taught. The longer you wait, the harder it can be</i>

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
Improved spoken language across EYPP children	By the end of the academic year, 75%+ of EYPP children identified with language delay make at least 6 months progress on a recognised early language screen or assessment (or reach individually-agreed targets). Increased average scores on Language Screen/setting assessment; EYPP children language skills screened each term with Wellcomm Screener. Children screened Red on

	Wellcomm Language Screener will have been referred in timely fashion to NHS Speech and Language therapy. Language targets from the SALT will be followed in Nursery. Children screened Amber on Wellcomm language screener will have will have language targets and extra support in class and/or groups. Children scoring Green will access High Quality 1st Teaching.
Stronger social development and peer interaction.	- EYPP children demonstrate more frequent spontaneous initiations and responses (observed increase in frequency and quality across 6-week cycles). - Reduction in number of sustained play withdrawals or 1:1 calming episode required.
3. Better play skills and cooperative play	- Increase in length and complexity of imaginative/cooperative play episodes for targeted children (measured via play observation framework). - Improved turn taking and shared narrative in guided play sessions
4. Improved self-regulation / classroom participation	- EYPP children demonstrate improved self-regulation scores on PSED observation checklists and reduced incidence of behaviour that prevents participation. - Children take part in whole-group routines for longer periods.
5. Increased toileting independence	- At the point of transition to Reception at least 80% of EYPP cohort are consistently independent in daytime toileting (or have clear, sustainable plan with family/health if not achievable). - Fewer interruptions to group learning for toileting needs; reduction in toileting related health issues reported.

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: £ 11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-staff CPD programme: structured SALT and OT twilight series (already begun with Evelina SALT and commissioned OT) expanded into a year-long coaching and in-class modelling package (led by SALT/OT). Include training on using the Speech & Language toolkits and visuals	EEF guidance emphasises leadership capacity and workload considerations to embed sustainable practice; school leadership and effective deployment of SENCo improves SEND outcomes when combined with training and systems (see EEF Early Years Evidence Store guidance on embedding practice and "Guide to Effective Professional Development in the Early Years"). EEF Early Years Evidence Store ; EEF Guide to Effective Professional Development in the Early Years	1,2,3,4
Systematic use of termly screening (e.g., wellcomm) and structured progress meetings between staff and leadership team to set SMART ISP targets and adapt universal provision.	EEF and Speech & Language UK stress early identification and using short screeners to select children for targeted support (Effective use of diagnostic assessment increases the impact of small group tuition and targeted language interventions	

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

Budgeted cost: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sensory circuits	NHS Publication Sensory Circuits uses sensory-based movement activities that help children and young people to achieve the 'just right' level	1, 2, 3, 4.

	of alertness they need to prepare themselves for the day's learning. The circuits are based on the theory and principles of Sensory Integration.	
<i>High Quality adult interactions</i>	Research consistently highlights that the quality of interactions, rather than just the quantity, is what matters most for positive child outcomes. Early interactions literally help build the architecture of the developing brain, with positive experiences strengthening neural connections and adverse experiences potentially impairing them	1, 2, 3, 4, 5
Short-term 1:1 speech support for children with higher need (SALT informed targets) delivered by trained staff while awaiting / in parallel with SALT referral.	Targeted, consistent, and integrated interventions: One-to-one support is most effective when it focuses on the specific needs of the child, such as improving both the meaning and sounds of language. Programs that use visual story aids, shared reading, and structured lessons to improve storytelling and conversation skills have shown positive results.	1, 2, 3, 4, 5
<i>Intensive interaction</i>	Evidence shows that intensive interaction is important for developing fundamental communication skills like eye contact, turn-taking, and social awareness. It is particularly effective for individuals with severe communication difficulties, autism, and learning disabilities, as it helps them feel connected, improves their attention and awareness of their environment, and builds enjoyable, meaningful social exchanges. Studies have shown rapid increases in social engagement and the development of new interactive behaviors, such as contingent smiling and vocalization.	1, 2, 3, 4, 5
Guided play groups that explicitly teach social communication and imaginative play skills (structured, adult-scaffolded role play, story-based play)	Publication - Cambridge University – Developing Life skills through Play <i>Play has a role in developing life competencies. Through play, children can experience and craft a world with</i>	1, 2, 3, 4, 5

with turn taking and narrative prompts). Pretend play which gives many opportunities for children to focus their thinking, persist and plan ahead.	<i>its own conditions and values that differ from reality. Children then have the opportunity to utilize their creative thinking skills and share this world they have created with their peers. Children are also able to practice their negotiation skills during play activities, as the interplay of children is complex.</i>	
Children in nappies and those in process of being dry and clean at nursery will be supported by skilled staff who are following a toileting plan (skills needed for successful toileting broken down into sequence.	Breaking down the toileting process into smaller, manageable steps, a technique known as task analysis, is crucial for teaching this complex skill to young children, especially those with special educational needs and disabilities (SEND). This approach addresses specific challenges related to motor skills, communication, and sensory sensitivities, fostering independence and reducing anxiety. Manages Complexity: Toileting involves a sequence of over 40 physical and cognitive skills. Task analysis simplifies this by focusing on one small, achievable action at a time, preventing the child from becoming overwhelmed. There is strong evidence that almost all children can learn to use the potty or toilet between 18 to 30 months – including most children with SEND, with the right support. Toilet training is about learning skills, and these can be taught. The longer you wait, the harder it can be	5
‘Orchestrating Numeracy and Executive Function’ training. Implementing programme’s activities and games into our weekly planning. Key areas of Executive Function that we will assess will be Inhibition and Focus, Working Memory, and Cognitive Flexibility.	EEF Study ‘ONE Programme’	4

A Speech and Language Toolkit for Screening Intervention and Screening in the Early Years – Wellcomm will be used by trained Teachers and EYEs to screen all EYPP children each term to closely monitor all children’s language development and to use this assessment to make timely referrals to SALT and to create SMART Targets for children. Decisions will be made regarding how best to support accelerated progress.	Wellcomm Language EEF emphasises diagnostic assessment to target support effectively and to track impact; monitoring increases likelihood of impact and ensures resources targeted to need. EEF Oral Language Interventions / Small Group Tuition	1,2,3,4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Practical toileting support: provide nursery toileting starter packs, designate discreet changing/toileting areas, timetable regular supported toilet opportunities, OT online session for parents	ERIC evidence on the prevalence and impacts of delayed potty training and the importance of collaborative, non-stigmatising support ERIC — Barriers to early potty training evidence base; Coram PACEY briefing Coram PACEY — Tackling the potty training problem	5
Attendance and transition support: pre-start home visits, staggered visits with parent present, named key person for each	EEF blog and guidance encouraging early years attendance strategies and family relationship building to improve attendance and engagement Education Endowment Foundation —	1

EYPP family, first-day absence calls by office .Use approaches from successful early years attendance models.	<u>How to encourage good attendance from the very start</u>	
Signposting to local family hubs and targeted multi-agency support where other barriers (housing, health, parental mental health) impede progress.	Evidence from evaluations of predecessor programs like Sure Start and the ongoing Family Hubs initiative consistently supports the effectiveness of early years settings connecting families to holistic, multi-agency support. The core benefit lies in providing "whole-family" support that avoids "silo working" and addresses underlying issues like housing, health, and parental mental health, which in turn improves outcomes for children	12345

Total budgeted cost: £ 11,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We are on target to achieve the outcomes of our strategy and our summative reports show that all EYPP children have good progress during the academic year

The class teacher meets regularly with the team of EYE's and TA's to discuss the learning in the class and the learning of EYPP children. Notes of these regular formative assessment meetings inform the planning and the setting of SMART targets for individual children. Targets include staff being skilled at support children to learn how to regulate their emotions. Having Core Books and Rhymes and Songs with regular Sing-a-Longs at the core of our curriculum has support children to develop vocabulary and to develop love of books.

Children's Formative assessment reports are written at the end of each term. SMART targets are shared with parents in Parent Conference that occur three times during the year. Ongoing assessment is used to support Teacher's judgement in whether referral to professionals such as SALT, OT or Community Paediatric are needed.

Our summative reports show that all EYPP children made good progress during the academic year.

Data and observations informed Kintore Way that we wanted develop our screening of children language development in order to accurately assess speech and language delays and difficulties

In 2024-2025 all Kintore Way Staff have had Speech and Language Training Twilights with Evelina SALT to support them to more accurately assess children's language development. 13 of 23 3-5' EYPP children referred to Speech and Language.

In house Speech and Language therapist run sessions supported 7 EYPP children to boost their language skills.

Observations and data regarding children's low Executive Functions skills led Nursery to seek support and training and resources from the 'Orchestrating Number and Executive Function Programme.' All staff had 5 Twilight sessions with training on Executive Function and using programmes resources to support children.

Good progress was seen in our assessments of EYPP children being able to focus and inhibit distraction when playing the math's-based games.

Observations of parents being unsure how they could support their children's language development through play and books led us to inviting to attend the Home Start 'Make It Real' presentation. Raising Early Achievement in Literacy Programme parents

interested signed up to the programme which entailed regular home support from a Home Start practitioner.

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: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible 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.

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.