



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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Sandy Lane Nursery and Forest School
Number of pupils in school (Mainstream) -3-4-year-olds -2-year-olds	Autumn 2025- 22 (Garden Room) 17 (Sunshine Room) Spring 2026 - 31 (Garden Room) 18 (Sunshine Room) Summer 2026- (Garden Room) (Sunshine Room)
Proportion (%) of pupil premium eligible pupils	Autumn 2025- 67% (Garden Room) 61% (Sunshine Room) Spring 2026 -% (Garden Room) % (Sunshine Room) Summer 2026--% (Garden Room) % (Sunshine Room)
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Marcia Atherton, Headteacher
Pupil premium lead	Jamie-Lee Kirkbride -EYPP lead/Teacher Jen Bramhall- Teaching Assistant Joanne Scruton - Teaching Assistant
Governor / Trustee lead	Rachael Ellison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Autumn 25 – £4620.00 (Garden Room) £3570.00 (Sunshine Room) Total - £8190.00 Spring 26 - £5580.00 (Garden Room) £3135.00 (Sunshine Room) Total - £8715.00 Summer 26 - £9,936.00
Recovery premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3240.00 (3-4 years) £900.00 (2 years)
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year.	£26,841.00

Part A: Pupil premium strategy plan

Statement of intent

Every child and young person deserve access to the best possible education from early years onwards. Quality first teaching and insightful interactions are at the heart of our approach, instilling a lifelong enthusiasm for learning.

Our intention is for all children at Sandy Lane Nursery and Forest School, irrespective of their background or the challenges they may face, make at least good sustained continued progress and achieve high attainment in all development areas.

We are based in a large town in an area considered to be socially deprived and we are aware of the challenges and barriers faced by our particularly vulnerable children and their families. We, as a team, work consistently and tirelessly with our families to support them to overcome the hurdles they face and this is the case for all of our families, irrespective of need and regardless of whether they are considered disadvantages or not. All of our families matter!

The approaches and activities set out in this plan are intended to focus on the areas we consider to be impacting the closure of the disadvantage attainment gap. Our intervention plans will ensure that our most affected children can begin to achieve and progress in line with their peers.

Our strategy works in unison with the curriculum the setting offers to all children with all staff taking responsibility for monitoring and raising the expectations of our disadvantaged children and their families.

Children eligible for EYPP are identified at the earliest opportunity and appropriate interventions implemented as soon as is possible. Pupils are challenged and supported with achievable interventions intended to excite them and nurture a lifelong learning journey. Children's attainment is monitored and achievements celebrated.

Challenges

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

Challenge number	Detail of challenge
1	Low on entry Communication and Language levels which also impact on Literacy Development being deemed 'not on track'.
2	Low/poor extended learning experiences.
3	Limited PSED, play and social skills and low self-regulation skills.
4	Low on entry Mathematical Development skills.
5	Low attendance levels, this can often lead to slower progression.
6	Low parental engagement.

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
Improve overall aspects of Communication and Language for children eligible for EYPP.	By the end of academic year 2025/26 our data will show that all children eligible for EYPP will have made rapid sustained progress in line with the majority of the cohort.
Improve all aspects of Literacy Development for children eligible for EYPP.	Data will demonstrate the improvements of EYPP children's Communication and Language to have a positive impact on the progress they make within their Literacy Development.
Improve Mathematical Development skills for children eligible for EYPP.	Children eligible for EYPP in nursery will make rapid progress by the end of the year. The majority of the group will exit the setting 'on track'.
EYPP eligible children's play and social skills and self-regulation will be improved.	Children eligible for EYPP in nursery will develop age-appropriate play skills and incidents of unwanted behaviour will be reduced.
Children eligible will access rich, first-hand experiences.	Children eligible for EYPP will access a range of planned extracurricular experiences.
Increased attendance for children eligible for EYPP.	Reduced number of persistent absentees among children eligible for EYPP.
Improved parental engagement.	Parents of children eligible for EYPP in nursery will improve their understanding of the importance of home learning and increase their engagement. Children will make progress as a result, evidenced by home learning feedback.

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: £0.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality interactions strategies such as SSTEW, Shrec & ECAT are implemented by all staff. £0.00	Every Child a Talker (ECAT) is designed to help practitioners and parents create a developmentally appropriate, supportive and stimulating environment in which children can enjoy experimenting with and learning language. Through every day, fun and interesting experiences which reflect children's interests, ECAT encourages early language development right from the outset, extending children's vocabulary so that before they start school, children are confident and skilled communicators. Sustained, shared thinking involves children and educators working together in conversations which provide opportunities to discuss and think about problems or challenges in a serious, extended way. The EPPE study has shown us that facilitating sustained shared thinking opportunities broadens and deepens the learning that occurs including about others, their knowledge and their skills. Children become more capable in being actively involved in their own learning and that of others. SST has been shown to have significant benefits for children's development: • It boosts cognitive skills. • It enhances language development. • It supports social and emotional growth. • It nurtures creativity and problem-solving abilities. EEF studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make seven months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.	1,2,3,4
All staff to implement our mathematic curriculum and planning in line with DfE and EEF guidance.	Using EEF materials (Improving Mathematics in EY and KS1) to further develop practitioner understanding of how children learn maths and developmental progression.	4

£0.00	The EEF guidance is based on a range of the best available evidence, EEF state: Early numeracy approaches have the potential to develop children's knowledge and understanding of early mathematical concepts. When implementing the approaches, key considerations include: • Balancing of individual, small group and guided instruction • Ensuring that a regular amount of time is committed to numeracy • Being clear which mathematical skill, each activity is designed to develop • Monitoring impact Research indicates that knowledge of mathematics, knowledge of children's development and development of trajectories in mathematics and understanding of the kinds of activities which support early mathematical learning are all important for practitioners. Key Findings: • Early numeracy approaches typically increase children's learning by about seven months. • Approaches supporting the development of early numeracy skills and knowledge can have an important positive impact on the early stages of mathematical learning. • Targeted early numeracy approaches may help children from disadvantaged backgrounds to catch up with their peers by the beginning of formal schooling. • It is particularly important to teach the full breadth of the mathematics curriculum. Where numeracy focused solely on number operations or on maths as a supplementary activity, impacts were lower. • Professional development may be particularly important in early numeracy. Professionals' knowledge of mathematics and of young children's development in mathematics supports early mathematical learning	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions, resources)

Budgeted cost: Total £27,196.45

£11,960.00 (intervention time) + £700 (Preparation/delivery of workshops) + £5021.20 (Resources) + £9515.25 (External provider) **school will subsidise additional costs**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Communication and Language interventions to be implemented by a qualified member of staff.	Initial screening results will be assessed, and children will receive 1:1 support or will be supported in small groups according to their particular needs. Targeted interventions for specific areas will be compiled.	1,2

Cost of Staff member delivering C&L intervention: £6400.00 (3/4-year-olds) £2900 (2 year olds) Provision Resources to support the development of C&L within child-initiated play: £1000.00	We have a highly qualified lead member of staff to deliver Communication and Language interventions. In addition to this, another staff member has received training in the delivery of the ETB programme and is able to implement this intervention with targeted groups. Children are screened for attention and listening and receptive language using the Derbyshire Language Scheme. Children's expressive language is screened using the NHS Phonology programme. Children's strengths and possible areas for support are noted, and appropriate interventions are put in place in a timely manner. Attention and Listening/PSED combined groups focus on play and social skills and have high behaviour expectations for the children involved.	
Small group ETB interventions to be implemented by a trained member of staff. Cost of Staff member delivering ETB intervention: £665.00	Early Talk Boost programme which will be delivered in at least three 8-week blocks over the course of the academic year. Time has been allocated during normal nursery sessions to ensure staff can carry out these interventions effectively. Early Talk Boost is a targeted programme aimed at 3-4-year-old children who need help with talking and understanding words. Most importantly, the programme helps to boost their language skills to narrow the gap between them and their peers. The programme aims to accelerate children's progress in language and communication by an average of 5 months after 9 weeks. Children who are selected to take part in the programme will attend three sessions per week during circle/story time, each lasting 15-20 minutes delivered by an early years practitioner. The sessions include activities that cover the foundation skills in speech, language and communication that children need for learning and understanding new words, as well as having conversations. The benefits are: • Supports children who are not achieving their expected levels of progress in their language development • Help to build relationships with parents, by reinforcing the language skills the child learned during the group sessions • Can be used by non-speech and language specialists • Proven to improve children's language and communication through our evidence base • Designed to be sustainable so you can deliver the programme multiple times to new groups of children • A dedicated team to support you to maximise the impact of Early Talk Boost in your setting	1,2,3

	Identify, monitor and track children's progress before and following the programme with the online tracker The Talk Boost approach helps children to develop not only their understanding and use of language, but also other important skills like attention and listening and turn-taking, which can help ease them back into the school environment.	
Shared attention intervention group to be implemented by a trained member of staff. Resources: £200.00	Small group interventions provide intensive support to target specific areas that need embedding to ensure children's development is age appropriate by the end of their nursery year. By focusing on attention, listening and language development children have key tools and learning behaviours to help them access the curriculum. Attention Autism is an intervention model designed by Gina Davies, Specialist Speech and Language Therapist. It is recommended by many Educational Psychologists. It aims to develop natural and spontaneous communication through the use of visually based and highly motivating activities. Gina's primary objective is that the sessions are fun and "offer an irresistible invitation to learn"! Aims of Attention Autism - To engage attention - To improve joint attention - To develop shared enjoyment in group activities - To increase attention in adult-led activities - To encourage spontaneous interaction in a natural group setting - To increase non-verbal and verbal communication through commenting - To build a wealth and depth of vocabulary - To have fun This strategy can and has been used with children demonstrated delayed listening and attention skills in order to develop this skill and build vocabulary simultaneously.	1, 2, 3
Squiggle - Squiggle Whilst You Wiggle uses dance and large movements to help children develop the fine muscle control, they need for writing. A qualified member of staff will deliver these sessions throughout the week. Cost of TA delivering sessions £665.00 Resources £200.00	Squiggle Whilst You Wiggle is an early writing program created by a Shonette Bason-Wood, who also created the program Playdough Disco. Squiggle Whilst You Wiggle incorporates dance, music and large movements to help children develop the fine muscle control they need for writing. They will learn a new gross motor movement to a piece of music while holding 'flappers' (bits of fabric) while dancing along to the music. The children then transfer these movements to floor level and swap their flappers for writing tools (crayons/pens etc) to make marks, this could be in foam, on paper, in sand etc. They will then use this action to think of letters they can form that use this shape. These sessions are great fun but most importantly help your child to be confident mark makers.	1,2

	The Spread the Happiness Approach to Education is based on neuro-scientific research which shows the importance of movement in learning to wire and fire the brain. • Shonette is a teacher with over 30 years of teaching experience and is supported by her team who consist of teachers, headteachers and other educational experts • All courses have been tried and tested by Shonette and many other educational professionals and have shown remarkable success in progressing the learning and development of children • The on-line course has built in flexibility and subscribers can access them 24/7 at a time and pace that suits their busy lifestyles • Many of the courses are accredited, and once the criteria for accreditation is met, they are sent a certificate for their Professional Development Record	
1:1/ small group Mathematical development interventions to be implemented by a trained member of staff. Cost of TA delivering sessions £665.00 Resources for intervention: £200.00 Resources for provision to support MD: £800.00	We have identified a highly qualified member of the team to deliver maths interventions in small groups or 1:1. Key workers identify targets and discuss possible activities to match the next steps in learning. It is anticipated that children will receive this intervention until data indicates that they are 'on track'. Targeted early numeracy approaches may help children from disadvantaged backgrounds to catch up with their peers by the beginning of formal schooling. (EEF) Research indicates that knowledge of mathematics, knowledge of children's development and development of trajectories in mathematics and understanding of the kinds of activities which support early mathematical learning are all important for practitioners. Key Findings: • Early numeracy approaches typically increase children's learning by about seven months. • Approaches supporting the development of early numeracy skills and knowledge can have an important positive impact on the early stages of mathematical learning. • Targeted early numeracy approaches may help children from disadvantaged backgrounds to catch up with their peers by the beginning of formal schooling. • It is particularly important to teach the full breadth of the mathematics curriculum. Where numeracy focused solely on number operations or on maths as a supplementary activity, impacts were lower. Professional development may be particularly important in early numeracy. Professionals'	4

	knowledge of mathematics and of young children's development in mathematics supports early mathematical learning	
Small group PSE interventions to be implemented by a qualified member of staff. Cost of TA delivering sessions £665.00 PSED Resources: £71.20 – Emotions Books Resources for provision to support PSED: £1400.00	We have identified a member of the team to deliver PSE interventions in small groups or 1:1. Key workers identify targets and discuss possible activities to match the next steps in learning. It is anticipated that children will receive this intervention until data indicates that they are 'on track'. The EEF (Supporting Personal, Social and Emotional Development in the Early Years Evidence Store) states that evidence consistently shows that when educators apply PSED approaches they can improve children's outcomes. This theme seeks to foster children's personal, social and emotional development (PSED). These approaches can underpin academic or cognitive dimensions of learning. PSED includes social and emotional learning (SEL) and a child's ability to self-regulate. PSED approaches might seek to improve children's emotional awareness and competence in the way they interact with peers, parents and other adults. PSED approaches also seek to improve children's understanding and awareness of their bodies and their independence in terms of taking care of themselves as such PSED is closely linked to children's physical development.	3
Parent and child workshops to be delivered by EYPP lead practitioner. The workshops will outline a demonstration of an activity with the rationale behind it explained, parents will then be invited to carry out the activity with their child as part of the EYPP group. The focus' of these workshops will be Communication and Language, Literacy & Maths EAD. Resources will be purchased and provided for parents to revisit the activity at home for each workshop held- Literacy /C&L Workshop: £200 Maths Workshop: £200 Cost of TA Preparation/ delivery time - £700.00 Additional Home learning resources for eligible families: £400	Working in partnership with parents and/or carers is central to the Early Years Foundation Stage (EYFS). Consulting them about children's early experiences helps practitioners plan for effective learning at the setting and helps them support parents in continuing their children's learning development at home. Parents and carers make a crucial difference to children's outcomes. It is vital that early year's practitioners recognise parents' commitment to their children's early development and education and give priority to working with parents. Research tells us that regardless of the quality of settings, the most important predictor of children's future outcomes is the quality of the home learning environment, so involving parents in their children's learning is the most significant factor in enabling children to do well despite disadvantage. The benefits are greatest when practitioners and families work in respectful partnership to develop ways to support children both at home and in the setting. Working together ensures a good understanding of a child's needs, leading to appropriate provision within the setting and the possibility of supporting learning in the home.	1, 2, 4, 5, 6

PACT bags created for children to access at home with parents with a focus on Literacy and Communication and Language. These will be sent home with parent to be shared at home. £0.00	These bags were set up following a study of our children by Durham University. Parents and Children Together (PACT) is an early language programme for pre-school children (aged 3–4) that parents deliver to their child at home. PACT is centred on improving children's language skills through interactive book reading, supplemented with direct teaching of vocabulary and work on narrative skills. Parents are provided with structured activities and resources (e.g. storybooks) and deliver the programme to their child five days a week for approximately 20 minutes a day over 30 weeks of teaching. We allow more time for the parents to access these over a longer period to dip into until pack is complete.	1,2,6
Staff will work alongside local potter to provide a series of workshops for the children eligible for EYPP to engage with to develop EAD skills, to extend learning experiences and support development of communication and language, along with positive parental engagement. Once per week/ 6 weeks (£540-3/4 year olds) Books linked to learning to be purchased for each child £ 300.00 Parents to be invited to some of these sessions.	From researching the benefits of using clay: Clay has so many endless possibilities and can be a helpful indicator of children's level of development in manipulative skills, confidence, vocabulary, concentration and imagination. Clay has slow-burn learning benefits compared to other materials. By this I mean that children can access it at their own level of confidence and development. For some, the experience of gaining the confidence to handle clay is a big step, while others may be ready to get stuck in and stretch, squeeze, roll and fully immerse themselves in the tactile exploration. It's a gentle approach of exploration and observation and a fantastic material to learn about how individual children comfortably work best. Working with clay... • Engages all the senses, giving children the sensory experiences, they so desperately need. • Develops their fine motor skills, hand-eye coordination, and spatial awareness. • Provides opportunities for storytelling and to develop language and communication skills, as well as promoting cognitive development. • Helps children develop problem-solving skills by experimenting with different shapes, sizes, and forms of clay. • Builds a child's ability to focus and concentrate as they work to mould and shape the clay into their desired form. • Ignites the children's curiosity about the natural world, and the properties of different materials and how they interact with each other. • Allows for a natural progression in the developmental stages with materials. • Provides a calming and relaxing activity as children manipulate the clay.	1,2,6

	• Can serve as a powerful tool for self-expression, allowing children to communicate their thoughts, feelings, and ideas in a nonverbal way. • Fosters an understanding of basic scientific concepts, such as texture, shape, and form. • Can be a social activity, providing opportunities for children to share their ideas, collaborate, and learn from one another. Clay gives a lot of sensory feedback – the feeling of wet clay going through your fingers is so regulating. So, it's not just the academics of what you can make from manipulating clay, there is also much personal, social and emotional development involved. It helps children to connect to nature and think about what they are doing with their hands. We want our children to be able to develop their skills in all areas.	
Children will be given the opportunity to take part in dance-based workshops with a local dance teacher who will provide a series of workshops for the children eligible for EYPP to engage with. £6000.00	Physical development in the early years refers to the growth of the body and brain from birth through early childhood. This includes changes in body size, muscle strength, balance, co-ordination, sensory development, and skills such as movement and handling. Physical development is a foundational area that enables children to engage with the world around them and lays the building blocks for later physical capabilities and health. The EEF states that Physical development supports, and is supported by, other areas of a child's development. For example, movements that involve coordinating both sides of the body (such as crawling or skipping) aid brain connectivity, which supports speech, communication, and literacy skills. Both movement and handling objects support spatial reasoning skills as well as provide opportunities to develop thinking and problem-solving skills. Fine motor development encompasses hand muscle strength, wrist movement, and pincer control: skills which facilitate independence in daily tasks such as eating, dressing, and mark-making. There is also a link between physical development and literacy in the area of handwriting. Both involve mark-making and motor skills. There is also a relationship between physical development and self-regulation and executive function. For example, there is evidence that persistence and attention are associated with physical development. Evidence shows that educators can implement approaches that benefit young children's physical development. The EEF's Early Years	1, 2, 3,

	Toolkit finds that physical development approaches may also benefit children's cognitive development.	
Staff to consider communication friendly spaces to support the development of communication between children and peers as well as child-adult interactions.	Communication Friendly Spaces (CFS) in Early Years settings are designed to enhance communication and language development by creating supportive and engaging environments. These spaces prioritize the physical layout, noise levels, visual supports, and overall atmosphere to encourage children to communicate confidently. Key Features of Communication Friendly Spaces: Physical Layout: Consider creating cosy, quiet spaces for small group or one-on-one interactions, alongside areas for larger group activities and play. These areas should be flexible and adaptable to meet the changing needs of the children. Noise Levels: Minimise background noise and consider incorporating noise-reducing materials to create a calm and focused environment. Visual Supports: Utilise clear visual cues like labels, pictures, timetables, and symbols to help children understand routines, access resources, and communicate effectively. Atmosphere: Foster a positive and welcoming atmosphere where children feel comfortable expressing themselves and interacting with others. Inquiry-Based Learning: Encourage an approach where children's interests and needs are at the forefront, guiding the development of the space and activities. Benefits of Communication Friendly Spaces: Enhanced Language Development: Children are more likely to practice and expand their vocabulary and communication skills in a supportive environment. Increased Engagement:	1, 2

	A stimulating and engaging environment encourages children to participate in activities and interactions. Improved Emotional Well-being: A comfortable and secure environment can help children feel more relaxed and confident, fostering a sense of belonging. Greater Independence: Clear visual supports and predictable routines can empower children to navigate the environment and participate more independently.	
Plan a variety of extracurricular experiences for eligible children to be part of to enhance and curriculum and learning as well as provide children with a breadth of experiences to engage in. Clumsiest Elf Christmas Show: £475 + VAT Windmill Farm Visit: £1815.25	We aim to broadened Cultural and Life Experiences for our eligible children. Children may come from homes with fewer enrichment opportunities, so EYPP is used to provide rich, first-hand experiences, such as trips, visitors, outdoor learning, and cultural celebrations. These experiences support language development, curiosity, and understanding of the world.	1, 2
Schools lending library will be enhanced and advertised to eligible parents, with advice and support provided around sharing stories at home. Eligible families will be encouraged to access this area. Resources: £50.00	By having a lending library available to our children and families we will be ensuring that children have increased access to high-quality, age-appropriate books, supporting vocabulary development, listening, and understanding. Eligible children can often have limited access to books at home. A dedicated EYPP-funded library helps ensure equity of access to literacy-rich environments. We hope that it will strengthen the home learning environment, allowing families to read together regularly and promotes parental engagement. The EEF has published key guidance and research relevant to early years literacy, oral language development, and parental engagement — all of which support the idea of a lending library funded through EYPP. EEF – Preparing for Literacy, recommends: • Creating a language-rich environment • Using books and stories to develop vocabulary	

	Encouraging reading for pleasure from an early age This library project is underpinned by guidance from the EEF, particularly their findings on communication and language approaches and parental engagement. The initiative promotes dialogic book reading, supports the development of vocabulary, and encourages home learning through book-borrowing — all of which are shown to have a high impact on disadvantaged learners (EEF, 2021).	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £200.00 + DHT/HT time

Activity	Evidence that supports this approach	Challenge number(s) addressed
Through the early year curriculum provide a wide range of high-quality activities to boost well-being, health, play, social skills and self-regulation for disadvantaged pupils. Resources to support emotional regulation: £200	All staff have attended training on self-regulation which has given staff a deeper understanding and a chance to reflect on this area of learning which has meant staff are able to further support our children. Children have free-flow access to a stimulating, challenging outdoor environment to promote physical health and mental well-being. PSE is also included in our intervention programme which is coupled with attention and listening to further the support the EYPP children. Progress is determined on-going keyworker assessment and period screening. SLMHT will provide children with workshop sessions to build understanding of emotions and support well-being and mental health. Identified children will spend 1:1 sessions with SLMH in order to support emotional well-being and regulation.	1, 2, 3
Close monitoring of attendance and support provided to help families improve their child's attendance.	New starters pack are issued which include attendance advice for parents, setting the expectation from the start. Systems are in place to monitor daily attendance. SIMS attendance records adapted to enable identified groups to be monitored in more detail (EYPP, Vulnerable, SEND). 'Improving Attendance' flowchart is being followed. Office staff are completing a first day response when absences occur. SLT monitor attendance fortnightly to address any barriers or issues with attendance. Attendance is also scrutinised half-termly and persistent absenteeism monitored on a weekly basis. Keyworkers support improved attendance and question and try to resolve any barriers to poor attendance. HT sends letters, invites parents to professional meetings and makes home visits when contact with parents cannot be made.	5,6

	'Request for Planned Absence' forms have now been introduced which highlight the link between attendance and attainment. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence: https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	
Where possible support families with additional or flexible hours to enable them to engage in necessary appointments and support services to secure best family outcomes.	Families with intervention from outside agencies such as Early Help, Social Services or Adult Mental Health Services are often referred on to additional support groups, courses or meetings. Most of the children at the nursery are entitled to only 15 hours of education a week, in set patterns. By offering additional or flexible hours on an ad hoc basis we are able to support parents in securing the best outcomes for their family as they are able to attend meetings that have been scheduled outside of these hours. This also protects our children from overhearing difficult conversations which might impact on their emotional wellbeing.	5,6

Total budgeted cost: £27,372.20 (Subsidised by school)

Externally provided programmes/Visits

Programme	Provider
Local Potter 4-week workshop project	Debora Podmore -£540.00
Mini-Movers – Claire Fairbrother	Claire Fairbrother -£1500.00 (10-week programme) -£1500.00 (10-week programme) -£1500.00 (10-week programme) -£1500.00 (10-week programme) Total =£6000.00
Clumsiest Elf Christmas Show	Steph (Big Foot Arts Education) £475 + VAT
Oliver's Animals Adventures	Creepy Crawly Show -£325.00
Incredible Eggs -Ducklings Experience	£285.00 + VAT
Windmill Farm Visit	£1815.25

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

This academic year has been highly productive, with children benefiting from a wide range of planned, high-quality experiences across the setting. Strong partnerships with parents have been developed and maintained through Tapestry, workshops, stay-and-play sessions, home learning resources, and consistent open communication between staff and families.

Over the course of the year, all intended EYPP outcomes have been successfully met. The following outlines the support provided and the impact this has had on children and families:

Improve overall aspects of Communication and Language for EYPP children.

High-quality adult interactions remain a consistent strength across the setting, with staff implementing approaches such as ECAT, SSTEW, and SHREC daily to support language development. Targeted interventions, including 1:1 support and small group sessions, have been implemented alongside delivery of the ETB programme, which has supported accelerated language development and reduced the gap between EYPP children and their peers.

Data demonstrates positive impact, with EYPP children increasing from 58% on track on entry to 69% on track on exit. With those children eligible for EYPP from September 58%, increased to 71%

Improve Literacy Development through strengthened Communication and Language skills.

The Literacy offer has been significantly enhanced through adapted planning, enabling children to embed learning from adult-led sessions into independent play, including writing, mark-making, drawing, and storytelling.

A EYPP Literacy event provided parents with opportunities to observe adults modelling sharing a story and supporting children in retelling stories, taking on roles, and engaging in imaginative play. This strengthened home-school partnerships and encouraged continued learning at home.

The continuation of Squiggle Whilst You Wiggle has supported gross and fine motor development, directly impacting early writing skills.

Data demonstrates strong progress, with Literacy outcomes improving from 38% on track in September 25 to 79% in July 2026.

Less of an impact was made in Physical Development with percentage increase from 85% on track to 88% on track.

Improve Mathematical Development skills for EYPP children.

Targeted maths interventions have been delivered throughout the year, supporting early number development and closing gaps for disadvantaged learners. Staff have worked closely with families to extend mathematical learning into the home environment through home learning bags and resources.

A successful Maths workshop supported parents in understanding how everyday experiences can develop mathematical thinking, including number recognition, shape awareness, and problem-solving in real-life contexts.

Data shows significant progress, with EYPP children improving from 50% on track on entry to 100% on track on exit.

Improve play skills, social interaction, and self-regulation.

Targeted PSED intervention groups have supported children in developing turn-taking, sharing, initiating play, and responding appropriately to peers. Consistent approaches to conflict resolution and self-regulation strategies have been embedded across the setting.

Children requiring additional emotional support have been referred to the school mental health link, ensuring timely access to further guidance. Strategies have also been shared with parents to ensure consistency between home and nursery.

Data shows improvement from 79% on track to 82% on track within PSED. With those children eligible for EYPP from September 79%, increased to 92%

Increase attendance and reduce persistent absence for EYPP children.

A whole-setting attendance strategy has ensured consistent monitoring and early intervention. Fortnightly attendance analysis enables timely identification of concerns, with targeted support implemented where needed.

As a result, EYPP attendance at 95% (without absence due to illness) for 2025 2026 is in line the whole school attendance of 95.1%

Improve parental engagement and home learning participation.

Parental engagement has been a developing factor throughout the year, supported through workshops, stay-and-play sessions, Tapestry communication, and shared learning experiences.

Parents have demonstrated increased confidence in supporting learning at home and have engaged positively with staff. Strong relationships have developed, supporting consistency between home and nursery and strengthening outcomes for children.

Children have benefited from increased continuity of learning, improved confidence, and stronger emotional security as a result of enhanced home–school partnerships.

Overall Impact

This has been a successful year for EYPP provision. All intended outcomes have been met, with clear improvements across all areas of learning and development. Data demonstrates accelerated progress for EYPP children, alongside strengthened parental engagement, improved attendance, and increased staff confidence in delivering high-quality provision.

The combined impact of targeted interventions, high-quality interactions, enriched experiences, and strong home–school partnerships has ensured that disadvantaged children have made positive progress.