

Early Years Pupil premium strategy statement

This statement details our use of Early Years Pupil Premium funding for the 2025 – 2026 academic year to help improve the attainment of our disadvantaged children. Financial information is approximated and will be reviewed termly as eligible children join the school.

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	Grandpont Nursery School and Childcare
Number of pupils in school	59
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Sarah Hanley
Early Years Pupil premium lead	Louise Russell
Governor lead	Taryn Grant

Funding overview

Detail	Amount
Early Years Pupil premium funding allocation this academic year Spring and Summer figures are projections of known numbers.	Autumn - £3704.40 Spring- £3395.70 Summer- £4013.10
Recovery premium funding allocation this academic year	£0
Early Years Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£11,113.20

Early Years Pupil Premium Strategy Plan – statement of intent

Our aim at Grandpont Nursery School is to provide all children with the opportunity to achieve their full potential. We are committed to removing barriers which can be caused by personal circumstances or learning gaps.

Our staff team think deeply about how to use the EYPP funding to provide maximum advantage for those children who are eligible for this funding. Close relationships with parents and carers enables conversations to take place about how we can best support their children and what the additional individual support might look like. Children entitled to EYPP are clearly monitored through regular observations and assessments. EYPP funding has been used for a variety of resources, learning opportunities and experiences in nursery to support their interests and enhance their learning and development.

In the Nursery provision children's needs are identified through assessments and purposeful discussion with families and professionals involved, in order to plan targeted work. Resources and opportunities are planned from observations of the eligible children, parental feedback, Nursery School Development plan priorities, assessments and staff's professional judgements.

Common barriers to learning for disadvantaged children may include:

- Social and emotional needs, including attachment difficulties, emotional regulation difficulties and conflict resolution difficulties
- Delayed oral language and/or communication skills
- Limited or narrow life experiences
- Complex family situations that prevent children from flourishing.

The challenges are varied and there is no 'one size fits all' approach for support.

Our objectives are:

- To eliminate the attainment gap between disadvantaged and non-disadvantaged children at Grandpont Nursery School and Childcare
- For all disadvantaged children to experience an engaging and rich curriculum
- To overcome emotional and self-regulation barriers
- To build positive and nurturing relationships with all children and families who are part of Grandpont Nursery School and Childcare

We aim to do this through:

- Close monitoring of qualitative and quantitative information to ensure accurate and timely identification of children in need of support
- Ensuring that teaching and learning opportunities meet the interests and needs of all children and that where children have specific needs that these are addressed through high quality, evidence-based support led by appropriately trained staff
- Ensuring that high quality CPD is a priority for the staff team and that gaps in staff knowledge and skills is identified and addressed
- Having clear and consistent transition processes that involve conversations with parents, carers and professionals to share information

Key principles of our strategy plan

- We ensure that teaching and learning opportunities meet the interests and needs of each child
- We ensure that appropriate provision is made for children who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed.
- We recognise that pupils eligible for Early Years Pupil Premium have a wide range of needs, including stretch and challenge for the most able, and we use the funding to improve outcomes for the full range of eligible pupils.
- We also recognise that not all pupils who are vulnerable are registered or qualify for Early Years Pupil Premium funding. We reserve the right to allocate Early Years Pupil Premium funding to support any pupil, or group of pupils, who the school has identified as being at risk of underachievement.
- We track the progress of Early Years Pupil Premium children rigorously to ensure there is a positive impact on learning outcomes

Challenges

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

Challenge number	Detail of challenge
1	Communication and language skills less well developed
2	Parental ability to support children's development at home (EAL, Mental and Physical health, supporting children with early language and reading skills, understanding and finances)
3	Children starting nursery with less developed self-regulation skills than their peers
4	Early mathematical knowledge and skills are less developed
5	Limited access to hours due to time restrictions
6	Limited life experiences (cultural capital)

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 – Children will:	These will be measured by
Use a wider and richer range of vocabulary and language structures	• Evidence in Tapestry observations • Progress on WellComm toolkit • Tales Toolkit project • Parental feedback • Assessment information • Curriculum planning • Leadership monitoring • Governor monitoring • Pupil progress and supervision meetings
Be able to express their ideas e.g. through role play, storytelling and conversation	
Show mathematical skills and understanding related to expectations for their chronological age	
Show increasing confidence in managing their emotions, developing a positive sense of self, recognising their own abilities and persevering when things are difficult	
Show an increasing sense of well-being and involvement leading to greater engagement	
Benefit from cohesive relationships between their key person and their parents/carers	
Make good progress across all areas of learning because they experience a broad and rich curriculum	

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: staff training £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Screen children's language using Wellcomm	EPPSE - On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.	1 3 4
Practitioner training – Early identification of children with speech and language difficulties training. Small group work focussing on communication and language. Tales toolkit training In house staff training around supporting language development through high quality play	EPPSE - On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. On average, studies of play that include a quantitative component suggest that play-based learning approaches improve learning outcomes by approximately five additional months.	1 3
In-house staff meetings to focus on quality interactions, provision and understanding of a broad, rich curriculum	Research shows that when children and families' cultures are valued, both the child's experience of learning and progress can benefit (Husain et al., 2018, p. 4 and Gazzard, E. 2018 in Chalmers, H. and Crisfield, E. 2019)	1 3 4
Use of Tapestry to provide parents with information about how best to support their children	EPPSE - Studies indicate that involving parents in developing early literacy strategies can be beneficial	2
Non-contact time for SENDCo/Key person for targeted planning and monitoring in relation to children with SEND who are eligible for EYPP Staff training- Self regulated and executive functioning	SEN Code of Practice - The role of the SENCO involves: - ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN - advising and supporting colleagues	1 2 3 4

	- ensuring parents are closely involved throughout and that their insights inform action taken by the setting, and - liaising with professionals or agencies beyond the setting	
Practitioner training re supporting self-regulation	EPPSE - The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving. Strategies that seek to improve learning by increasing self-regulation have an average impact of five additional months' progress.	3
Children to be offered to stay for lunch to have longer time in social situation with peers and highly trained staff.	Malnutrition in the first five years of life have been consistently associated with lower cognitive ability around the world (Grantham-McGregor et al. 2007; Scrimshaw 1998). The Education Endowment Fund have found that extending the school day can have up to three+ months additional progress.	1 2 4 5
Children to be offered to start early/finish later to give parents more flexibility in gaining employment.	The Education Endowment Fund have found that extending the school day can have up to three+ months additional progress.	1 2 5
Children to be offered Library visits, local walking trips to the pond, Forest School and Artist in Residence sessions.	Ofsted research review – Best start in life found that; 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'. When judging the quality of education in an early years setting, inspectors will consider how well leaders use the curriculum to enhance children's experiences and opportunities, particularly those of the most disadvantaged children.	1 2 3 4 6

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

Budgeted cost: £7613.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group language, maths and PSE activities	EPPSE - certain strategies, particularly those involving targeted small group interaction, may	1 3 4

	have particularly positive effects on children from disadvantaged backgrounds	
Small group art sessions with trained Artist in residence and key people Small group Forest School sessions with a trained Forest School Leader and supporting Early Years Practitioner.	Ofsted research review – Best start in life found that; • Children with gaps in their knowledge get the additional teaching they need so that they can access the same curriculum as their peers. • Practitioners consider a child's interests when choosing activities while also expanding interests further, so that children make progress in all areas of learning. • Children's play is valued and is used to teach many aspects of the curriculum. Their learning through play is enhanced by skilful adult intervention. • Explicit teaching is used to introduce children to new knowledge and followed up by opportunities to practise new learning through play.	1 2 3 4 6

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use Leuven scales to assess children's levels of well-being and engagement	EPPSE - The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving. Strategies that seek to improve learning by increasing self-regulation have an average impact of five additional months' progress.	4
Lunchtime provision	Malnutrition in the first five years of life have been consistently associated with lower cognitive ability around the world (Grantham-McGregor et al. 2007; Scrimshaw 1998). Children with low attendance in the early years are more likely to come from the poorest backgrounds. These children are likely to start school already behind their peers, particularly in their acquisition of language and their social development. They have little chance of	2 4

	catching up their peers if their attendance is bad. (Taylor in Improving attendance at school (DfE) 2012)	
Rich curriculum activities e.g.: • Bikeability • local trips to the park • Cooking • observation of life cycles – chicks and caterpillars • visits from musicians • materials and artefacts that represent the different cultures and languages	What a setting does, through its EYFS curriculum and interactions with practitioners, potentially makes all the difference for children. It is the role of the setting to help children experience the awe and wonder of the world in which they live, through the 7 areas of learning. (para 187 Ofsted Early Years Inspection Handbook, Sept 2021)	5 6

Total budgeted cost: Autumn 2025 - Summer 2026 - £11,113.20

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 2024-2025 academic year.

Our children in receipt of pupil premium all make good progress from their starting points. This was evidenced through pupil progress meetings, assessment against learning objectives and learning walks. The continued impact of child and staff absence has had a significant impact on our children, in particular those from disadvantaged backgrounds.

We used pupil premium funding to provide wellbeing support for all pupils and targeted, relevant CPD for all staff. We are building on this approach alongside developing our outdoor provision further in this year's plan.

We used our positive, trusting and caring relationships with our families to adapt our EYPP provision to meet their very individual needs. We offered flexibility with timings to support children to settle more quickly and attendance to rise leading to greater progress. This was particularly successful in the children's prime areas of learning.

Externally provided programmes – n/a

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Further information

What were the key barriers last year?

- Poor attendance
- involvement with social care
- complex lives outside nursery
- children only attending for 15 hours of nursery.

What did we spend funding on?

- Offering children entitled to EYPP longer sessions and additional days to support them with better attendance. In staying longer we were able to support them academically and pastorally.
- Providing enriching experiences for PP children which they may not have had access to otherwise. This includes:
 - Bikeability sessions to encourage ability to ride a balance bike.
 - Walking visits to the local park and pond, to the Library and to the new Splash park.
 - Chick / hatching programme from Living Eggs
 - Caterpillar to butterfly resources
 - Providing compost, seeds and plants for Spring / Summer gardening experiences
 - Providing outdoor learning resources to enable children to access and be engaged in the outdoors

Governors have agreed that whilst the EYPP Grant must prioritise the achievement and wellbeing of disadvantaged pupils, the benefits of resources and services should - wherever possible- extend to include other pupils, many of whom are also vulnerable. We use funding to provide extra staff support and resources to ensure there is accelerated learning to ensure there is little or no difference between the achievement of eligible children and those that are not.

The provision and impact through EYPP is monitored through all levels of leadership and management:

- Governor meetings
- Senior Leadership Team meetings
- Pupil Progress Meetings
- Performance Management Meetings
- Continual Professional Development