Early Years Pupil Premium Strategy Statement Children's House Nursery School

1. Summary information					
School	Children's House Nursery School				
Academic Year	2025-26	**Total EYPP budget**	Est £8285	**Date of most recent EYPP Review**	Spring 2026
Total number of pupils	145	**Number of pupils eligible for EYPP**	33	**Date for next internal review of this strategy**	Spring 2026

2. Leavers attainment (July Leavers 2024)			
		Pupils eligible for EYPP	*Pupils not eligible for EYPP*
% making 3 bands or more progress in PSED		88%	82%
% making 3 bands or more progress in C&L		86%	84%
% making 3 bands or more progress in PD		94%	92%
% making 3 bands of progress in the Specific Areas		86%	82%

3. Barriers to future attainment (for pupils eligible for EYPP)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	The majority of children start nursery with skills below the level expected for their age (not toilet trained, feeding difficulties, delayed self-help and play skills)
B.	A high percentage have speech and language difficulties/delay in both English and the home language
C.	Physical development is poor (high rise flats, little access to outdoor play space), unsafe area
D.	Many pupils lack stimulation in the home and often have limited cultural experiences beyond the family setting
External barriers *(issues which also require action outside school, such as low attendance rates)*	
E.	Not enough health visitors for early identification of needs, so the nursery staff are the first people identifying difficulties and providing intervention
F.	Some families require additional support to access services, such as parenting classes, ESOL and digital literacy courses, advice on employability, domestic finances and housing

4. Desired outcomes		
	Desired outcomes and how they will be measured	*Success criteria*
A.	All children make rapid progress and attain well	All children make at least 3 bands of progress in all areas over the course of the year.
B.	Children with speech and language delay receive timely support and intervention	Children with poor language skills are identified early and by the end of nursery make rapid and sustained progress.
C.	Children have access to a wide range of physical experiences	Children's gross motor skills improve and they make more than 3 bands of progress in PD. The outside environment will support active play and physical development.
D.	Children will have access to a range of cultural experiences, such as education visits and access to the arts	Children with attend a range of enrichments activities provided throughout the year, including educational visits and workshops
E.	Children and parents will have access to a range of health related lesson and workshops. Early identification and assessment of SEND needs will be completed.	Children and parents will receive key health information (oral health, healthy eating, active life style etc). Children with SEND needs will have these identified by professionals and appropriate support will be put in place to address their needs.
F.	Families will receive the support and guidance needed to help them thrive	Families will access support such as parenting classes, ESOL and digital literacy courses and advice on employability, domestic finances and housing

5. Planned expenditure	
Academic year	**2025-26**

The three headings below enable schools to demonstrate how they are using the Early Years Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All children will make good progress with their Early Literacy skills	The nursery now delivers daily phonics sessions using the THEP phonics programme. Some funds will be allocating to purchasing additional reading resources to support implementation of the programme and to release the lead teacher to provide training and monitor sessions.	Systematic Synthetic Phonics (SSP) is recognised as a structured, evidence-based approach to teaching reading.	Learning walks Data Analysis	SM	Termly following progresses meetings and learning walks
All children will have access to active outdoor play to support physical development	Some funding will be allocated to support with resourcing the outdoor area in order to ensure that this promotes active play, for example through access to climbing resources, balance bikes and dance/movement activities.	We want all our children to be physically active for at least 3 hours a day (NHS recommendation). Research has shown that this is what young children need. Children who are physically fit	Classroom observations, Special books/ Tapestry, Learning walks, Data Analysis Feedback from children and parents	SM/MM	At weekly planning and termly pupil progress meetings

		and enjoy physical activity will develop good habits for life,			
				Total budgeted cost	£1000

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Targeted children who have significantly delayed speech and language will make accelerated progress.	The Early Talk Boost programme will be delivered to three targeted cohorts each academic year. Pupils will receive three 20 minute sessions each week. A parent session will also be delivered and books will be providing weekly for the children to read at home	Early Talk Boost is an evidenced based intervention for children aged 3-4 who have been identified as having delayed. It is best suited for those children whose language is delayed due to reduced early communication opportunities	Classroom Observations Data Analysis	GK	At the end of each cohort
Targeted children will make good progress with their Early Communication and Literacy skills	The Early Words Together Programme will be delivered twice a year. This is a family learning programme which is delivered over 6 weeks.	The National Literacy Trust's Early Words Together programme brings together local communities and services to support families in improving the home learning environment for 2-5 year olds. It raises awareness of the importance of early literacy development, its volunteer led and engages families with local services to further support on-going development	Feedback from parents, children and volunteers. Data Analysis Case Studies.	GK	At the end of each cohort
Targeted children will make good progress with their Early Numeracy skills.	The Early Maths Together Programme will be delivered once a year. This is a family learning programme which is delivered over 6 weeks	This intervention has been based on the National Literacy Trust's Early Words Together programme. As such, we are confident that it will provide the same benefits, but in the context of early numeracy	Feedback from parents, children and volunteers. Data Analysis Case Studies.	GK	At the end of each cohort
				Total budgeted cost	£3335

iii. Other approaches					
Desired outcome	**Chosen action/approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
Children will access a range of enrichment experiences: both in and outside of school.	Trips to art galleries, museums, live music and theatre, as well as an end of year trip to Paradise Park	Many of our children have limited experiences of accessing art and culture due to poverty and lack of English/confidence to access venues. We want to widen children's experiences and that of their families.	Observations, Special Books/Tapestry, Feedback from staff and children.	GK/GP	Annually by reviewing pupil, staff and parent feedback and related pupil outcomes.
Parents will have access to support on matters such as parenting, attendance, ESOL, digital literacy, finance, housing and pathways to employment	Parent Support workers will provide one to one and group support, for example by delivering classes or workshops and by sign posting parents to other agencies. This work will also include targeting families who need support with improving their child's attendance.	We have evidence of how this approach has supported family outcomes at Old Palace over the years. We wish to extend this model to include Children's House	Record of support delivered Case Studies	GK/GP	Annually by reviewing staff and parent feedback and related pupil outcomes.
				Total budgeted cost	£3950

Whilst we are aware some families will qualify for EYPP funding - we know some families who do not qualify may be also at financial disadvantage, be struggling or be what is known as "working poor". At Children's House we build strong relationships with all families and consider these children sensitively in our provision as well.