

WINGATE COMMUNITY NURSERY SCHOOL  
**EARLY YEARS PUPIL PREMIUM STRATEGY STATEMENT 2025 - 26**



This statement details our Nursery's use of early years pupil premium funding to help improve the education we provide for disadvantaged children.

It outlines our early years pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of early years pupil premium had within our nursery.

## SCHOOL OVERVIEW

DETAIL	DATA
Headteacher	Becky Wood
Number of children on roll in September 2024	69
Number of children eligible for EYPP	23
Proportion of children eligible for EYPP	33%
Academic year/years that our current EYPP strategy plan covers	2025-26
Date this statement was published	November 2025
Dates this statement will be updated	March 2026
Statement authorised by	Chair of Finance & Premises, Paul White
EYPP Lead	Headteacher Becky Wood
Identified Governor	Nichola Hesslewood

## FUNDING OVERVIEW

DETAIL	AMOUNT
EYPP funding allocation Autumn 2025	x23 £6300
EYPP funding allocation Spring 2026	X23 £5400
EYPP funding allocation Summer 2026	X23 £5400
EYPP carried forward from 2024 - 2025	£0
TOTAL funding for academic year 2024 - 2025	£17,100

## PART A: EYPP STRATEGY PLAN

### STATEMENT OF INTENT

Our aim is to ensure that all children can thrive in our setting. We recognise that children eligible for Early Years Pupil Premium may enter nursery with fewer early learning experiences, limited sustained interactions, and, in some cases, lower starting points across key areas of development. Our EYPP strategy is built on a commitment to equity: ensuring children who face the greatest barriers receive the targeted, high-quality support needed to access learning on an equal footing with their peers.

We take a balanced, reflective approach to EYPP spending. This means:

1. Continuing to strengthen the quality of our everyday practice so that disadvantaged children benefit from consistently high-quality interactions and experiences.
2. Considering the unique strengths, interests and needs of each child, ensuring that funding is used to provide the right support at the right time.
3. Embedding sustainable changes to practice, so that the impact of EYPP funding continues to benefit current and future cohorts of disadvantaged children.

Our strategy provides enriched, intentionally planned learning opportunities that broaden children's experiences and cultural capital. We recognise that disadvantaged children may have had fewer opportunities to explore, discover, and engage with the wider world; therefore, we prioritise meaningful cultural experiences that strengthen curiosity, extend vocabulary, and build knowledge in ways that support long-term success.

We also recognise that many EYPP children have had less access to books and literacy-rich resources at home. Limited exposure can affect early literacy skills—vocabulary, comprehension, storytelling—as well as imagination, curiosity, and confidence in communicating ideas. Our strategy ensures frequent, high-quality book experiences, supported by adults modelling shared reading, and encourages families to build literacy-rich environments at home.

Partnership with families is central to our approach. Children achieve the most when home and nursery work together, so we prioritise building trusting, respectful relationships with parents. By sharing strategies, modelling high-quality interactions, and supporting families to embed learning at home, we create a consistent approach that maximises EYPP children's opportunities to thrive.

Targeted support also relies on skilled and confident staff. Our strategy includes ongoing professional development, ensuring practitioners can identify gaps, scaffold learning effectively, and deliver inclusive, responsive teaching. Training is closely aligned to EYPP children's needs, with a particular focus on communication, language, and early literacy—areas that disproportionately affect disadvantaged children.

Above all, our EYPP strategy recognises that equality of access does not mean providing the same for every child. It means giving **more where more is needed**.

### CHALLENGES

This details the key challenges that we have identified among our disadvantaged children.

Challenge	Specific Delays
1.	Less exposure to cultural and artistic experiences
	Significant gaps in 'cultural capital' poses risks in terms of future academic success and opportunities
2.	Holding a conversation and using language to share feelings, experiences and thoughts
	Speaking (using language, longer sentences, vocabulary)
3.	Managing own feelings and behaviours to be able to adhere to basic boundaries and routines
4.	Low self-confidence, which affects ability to work with a range of adults and to try new things
5.	Less exposure to books – which affects early literacy development as well as wider development, e.g. language, imaginative play etc.

## 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
Children will participate in a significant cultural experience	EYPP children will have participated in a theatre visit and will participate in 'in the moment' conversations and reflections about it – being exposed to new vocabulary alongside this new experience.
Children will be able to reflect on the experience, recalling what they have seen and some key vocabulary – this will include follow up work in our theatre, where children will be invited to re-enact elements of the play and educators will support them to talk about the experience and the story	Children will make contributions to reflective conversations (at their own level). As educators reinforce the vocabulary of 'theatre', 'actors' and key vocabulary from the production, there will be evidence of some children using this vocabulary themselves in the days that follow.
Children will be more effective communicators	<p><b>For children using verbal language:</b></p> <p>Children will use a wider range of vocabulary</p> <p>Children will use longer sentences of 4-6 words</p> <p>Children will be able to start a conversation and continue for many turns</p> <p>Able to use talk to organise themselves and their play, as well as to share their thoughts, wants and needs</p> <p><b>For SEND children, using non-verbal communication:</b></p>

	<p>Children will increase eye contact during interactions</p> <p>Children will attempt communication with other children, using both verbal and non-verbal interactions</p> <p>Children will increase their understanding of a range of vocabulary (demonstrated through following instructions and use of PECS)</p>
Children will be more able to self-regulate and to use executive function to work their way (with support) through overwhelming feelings and urges	Five specific children who are regularly overwhelmed by their emotions will be able to recover more quickly and begin to use strategies to distract themselves following periods of distress.
Children will be able to participate more in collective cooperation and have a growing understanding of boundaries and expectations	Nine specific children (who are currently unable to adhere to routines and boundaries around group time, being kind and caring for resources) will have significantly less episodes of damaging resources (or hurting children) and will regularly cooperate at group times.
Children will have more confidence to work with different adults and to try new things	Twelve specific children (who usually only tend to work with their key person) will be observed approaching other adults and working in a wider range of spaces in nursery.
Children will have greater exposure to a wide variety of books	<p>All EYPP children will spend focussed time with an adult, sharing books together in the book den.</p> <p>All EYPP children will be observed independently exploring/ looking at/ handling/ reading books.</p>

### ACTIVITY IN THIS ACADEMIC YEAR

This details how we intend to spend our early years pupil premium **this academic year** to address the identified challenges.

Budgeted cost: £760

Activity	Evidence that supports this approach	Challenge numbers addressed
<p><b>CPD:</b></p> <p><b>Strengthening Executive Function in the EYFS = £200</b>            Training from Early Excellence - £45pp. 3 educators to attend. (£135 + £65 cover costs = £200)</p> <p><b>Behaviour that Challenges = £560</b>            Training from Dingley's Promise. 6 educators to attend (£50 each + £260 cover costs)</p>	<p>EEF Evidence Summary – Self Regulation and Executive Function  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/self-regulation-and-executive-function-evidence-summary-technical-annex.pdf?v=1714403667">https://d2tic4wvo1iusb.cloudfront.net/production/documents/self-regulation-and-executive-function-evidence-summary-technical-annex.pdf?v=1714403667</a></p>	<p>3</p> <p>3</p>

Budgeted cost: £14,385

Activity	Evidence that supports this approach	Challenge numbers addressed
<p><b>‘Connections’ Group = £13,500</b></p> <p>Small group with regular extended time in nature working on social, communication and emotional development</p> <p>Supply costs to enable this work: (full days for 20 weeks) = £13,000</p>	<p>EEF Evidence Summary – Self Regulation and Executive Function</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/self-regulation-and-executive-function-evidence-summary-technical-annex.pdf?v=1714403667">https://d2tic4wvo1iusb.cloudfront.net/production/documents/self-regulation-and-executive-function-evidence-summary-technical-annex.pdf?v=1714403667</a></p> <p><a href="https://educationendowmentfoundation.org.uk/early-years/pupil-premium/develop-quality-practice">https://educationendowmentfoundation.org.uk/early-years/pupil-premium/develop-quality-practice</a></p> <p>How to tailor support using high-quality interactions, scaffolding and careful teaching of key skills.</p>	<p>1, 2, 3</p> <p>1, 2, 3, 4, 5</p>

<p>Resources: e.g. rope, tarps etc, portable cooking equipment: £100</p> <p><b>Additional 'Key Experiences' for targeted children = £600</b> (for additional resources). We will purchase additional school resources (e.g. baking and arts materials) so that these children can receive small group support in using the learning spaces effectively. Recognising that our EYPP children may not have as varied and rich experience, they need some direct teaching and additional time to understand the possibilities, expectations, vocabulary and skills needed in these spaces. With additional resources for each space and a clear plan for focussed teaching specifically for these children, we will give them the opportunity to practice skills 'over and over' again in this first</p>	<p><a href="#">Learning About Culture: Overarching Evaluators' Report   EEF</a></p> <p>Our own experience of theatre visits, our related follow up work and the impact this has upon children.</p>	<p>1,2</p>
--	--	------------

term, so that they start the Spring term on an even footing with their peers.

**Theatre Visit =  
£585**

Theatre tickets:  
£255

Transport: £230

Additional staffing to enable tighter ratios for the EYPP children and small group reflective work after the experience: £130

Children will participate in a theatre visit. Both immediately after the visit and in the days and weeks that follow, educators will support the children to reflect upon the experience and to embed some of the related vocabulary and story concepts through conversation and supported work in our own 'theatre' space.

**Wider Strategies** (for example, related to encouraging good attendance in preparation for statutory schooling, behaviour, wellbeing)  
 Budgeted Cost: £2000

Activity	Evidence that supports this approach	Challenge numbers addressed
<p><b>Book den creation: £2000</b></p> <p>Creation of a beautiful, calm, quiet space that is completely dedicated to reading and sharing books. We have completely rethought how children can access books – with particular thought given to those with limited experience of books- ensuring that books are presented cover-forward with clean white space behind and around them so that children can access books with limited distractions. The book den will also provide a cosy space for children to be together, feeling safe and secure whilst sharing books with friends. There are also spaces for</p>	<p><a href="https://educationendowmentfoundation.org.uk/early-years/toolkit/early-literacy-approaches">https://educationendowmentfoundation.org.uk/early-years/toolkit/early-literacy-approaches</a></p> <p>Early literacy evidence store</p>	<p>2, 5</p>



shared reading with an adult.		
-------------------------------	--	--

**TOTAL BUDGETED COST: £17,145**

**PART B: REVIEW OF OUTCOMES IN THE PREVIOUS ACADEMIC YEAR**

**Early Years Pupil Premium Strategy Outcomes**

This details the impact that our early years pupil premium activity had on children in the 2024 to 2025 academic year

Intended outcome	Detail of Impact
<p>Children will participate in a significant cultural experience</p> <p>Children will be able to reflect on the experience, recalling what they have seen and some key vocabulary – this will include follow up work in our theatre, where children will be invited to re-enact elements of the play and educators will support them to talk about the experience and the story</p>	<p>The theatre visit had a profound effect on our EYPP children. Our educators have been trained in high-quality interactions and our own ‘Plan, Do, Review’ approach which enables thinking and communication skills. Following a similar approach, to PDR; our educators used group times to prepare children for what was to come, they then engaged the children in reflections and ‘noticings’ throughout the visit and supported the children to reflect afterwards. This ‘extraordinary’ experience, accompanied by focussed high-quality interactions had a visible impact for our EYPP children. Specifically, children were observed:</p> <ul style="list-style-type: none"> <li>Using vocabulary they had learned in their play - ‘map’, ‘binoculars’, ‘gingerbread’, ‘theatre’, ‘audience’, ‘stage’</li> </ul>

	<ul style="list-style-type: none"> <li>• Re-enacting elements of the story and being imaginative</li> <li>• Feeling confident to reflect and discuss during follow-up conversations</li> </ul>
Children will be more effective communicators	Individual children make good levels of progress in communication and many who had previously struggled with communication were able to express themselves more effectively.
Children will develop the physical skills needed for writing	Individual children (whose physical development was at lower-than-expected levels) made significant progress. Specific children (in receipt of EYPP) were observed carrying out physical tasks that they otherwise didn't engage with – e.g. balancing and stretching to pour water at height. Using pipettes and attaching tubes to funnels, which helped them to develop their pincer grasp.
Children will develop the imaginative/ composition skills needed for writing	<p>Although we feel that year-on year the work we carried out using our EYPP funding has certainly improved children's access to books, we still feel that there is more to be done in this area.</p> <p>Exposure to books and stories has a profound effect on children's imaginative and composition skills – as well as a range of other areas of development.</p> <p>Reflecting on this – and finding that once again our children with EYPP appear to have less exposure to books – we will create a 'book den' which will provide a dedicated space for books and raise the profile of reading for all of our children.</p>