



Pupil Premium Strategy and Report 2025 - 2026

What is the Early Years Pupil Premium?

Early Years Pupil Premium (EYPP) was introduced for 3 and 4 year old children in nursery schools in April 2015. We receive extra funding of £376 per year for our eligible children. It has been put in place by the Government to support “disadvantaged” children and narrow the gap between children in receipt of EYPP and those that are not, therefore providing more targeted work. eligible for the Early Years Pupil Premium. We have a strong commitment to offering children at Hirst Wood Nursery School a really rich experience exploring the world around them indoors and especially outdoors. We provide a rich, stimulating and challenging environment conducive to young children’s learning. We acknowledge the learning and community knowledge families bring with them and by sharing knowledge together we can build up children’s social and cultural capital and narrow the gap between children in receipt of EYPP, other vulnerable children and those that are not.

Statement of Intent

Hirst Wood Nursery School aims to empower and support all children to see themselves as positive and successful learners. The information below details our school’s use of pupil premium funding and sets out our strategy. It demonstrates how the funding that we receive generates our vision, through improving and enhancing our facilities, equipment and learning experiences for eligible children. We aim to spend pupil premium funding in ways that help narrow the attainment gap that can occur between young children from low-income families and their peers. More information about the Early Years Pupil Premium (EYPP) is available at www.early-education.org.uk/eypp-basics. This document also evidences the effect that previous year’s spending.

Communication and language approaches involve intentionally acting to develop young children’s understanding of language and their ability and confidence to use language, and other strategies, to communicate effectively. They are based on the research that children’s language development benefits from approaches that support communication through talking and non-verbal expression.



We will implement approaches that support the linguistic aspects of communication, such as teaching and modelling vocabulary and language, those that support both cognitive and linguistic aspects of communication, such as interactive reading or collaborative talk and the physical aspects of communication such as teaching and modelling social communication skills.

We will also organise lots of real-life learning experiences and plan a wide range of visitors such as the owls, the mobile farm, the local clay studio, artists and musicians. Children and families are central to all that we do and we involve them in all aspects of Nursery life. Our half termly themed work adds an additional dimension to our curriculum and this is enhanced further by resources and information for children to share with parents. The extra money from Early Years Pupil Premium funding enables all of this to happen and for those eligible children have a recognisable impact on their learning, progress and achievement both now and in the future. Cultural Capital Impacts children's access to education. It is 'essential knowledge that children need to prepare them for their future success' (Ofsted definition). Our curriculum builds children's experiences and opportunities, values and builds on the prior knowledge and different forms of cultural capital children bring. This allows us to celebrate the diversity of our community and supports understanding of our collective customs, traditions and cultures. Knowing children's starting points is key to knowing what knowledge each child needs to gain in order to reach the ambitious goals in our curriculum. We have a cycle of educational visits throughout the year and complement our curriculum.

This year we are also participating in the Intergenerational Play Project which brings together two generations to exploring the idea of 'play' in their respective environments, before joining up to play together. These unique interactions are designed to promote social inclusion and foster strong relationships between young and old, encouraging new connections that bridge the multi-generation gap – with benefits for the wellbeing of everyone involved.

Strategic objective for Early Years pupil premium spending

To close the potential attainment gap between children from low-income, disadvantaged families and their peers. We are committed to ensuring the highest possible standards for all children. Staff work with parents to ensure all families who are eligible for the EYPP receive the award. For those children entitled to EYPP we identify the most appropriate way to meet the needs for each individual child. We are flexible in our approach to respond to individual needs as it is evidenced that high quality early education can influence how well a child achieves educationally, so we want to make the most of this additional funding. Each child who is eligible for the additional funding has an Individual Education Plan that includes Provision Map and this is shared with parents only a termly basis. It is updated and evaluated each term to ensure that we can evidence impact of the extra support / curriculum enrichment opportunities.



Identified potential barriers

1.	Speech, language and communication difficulties.
2.	Difficulties relating to emotional literacy and self-regulation skills
3.	Lack of experiences in the wider world (cultural capital)

Desired outcomes

1.	Increased progress and confidence in aspects of Communication & language
2.	Increased well-being and ability to regulate and manage feelings and behaviours
3.	To enrich experiences within School to add to cultural capital

Funding received for 2024 – 25

Autumn 2024	14 children
Spring 2025	17 children
Summer 2025	19 children
Total income	£9500.00



Quality of teaching and progress for all children					
Intent		Implementation		Impact	
Desired outcome 1	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented?	Staff lead	When will you review implementation?
To enrich children's communication & language experiences and develop speaking, listening & understanding.	<p>Participate in the EEF Early Talk Boost research programme. Release two lead practitioners for training which they then disseminate to the whole staff team.</p> <p>Targeted support through our individual assessments & enrichment groups.</p> <p>Children attend weekly sessions to promote confidence, vocabulary and opportunities for talk in a structured,</p> <p>Individual Education Plan clearly map the support and provision to ensure that children have personalised support to ensure that they make progress.</p>	<p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>Prioritise the development of communication and language</p> <p>https://educationendowmentfoundation.org.uk/</p>	<p>Monitored by teaching teams / Headteacher</p> <p>Parental engagement and literacy events</p> <p>Data review of baseline assessment, formative & ipsative data analysis.</p>	<p>Vanessa Keighley</p> <p>Claire Hinchliffe</p>	<p>Pupil progress meetings, data analysis and monitoring observations.</p> <p>EYLog observations of examples</p> <p>EEF value added data analysis from baseline to summative point. Conclusions and recommendations from research project.</p>



Quality of teaching and progress for all children					
Intent		Implementation		Impact	
Desired outcome 2	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented?	Staff lead	When will you review implementation?
<p>Build on children's personal, social and emotional development.</p> <p>Improve children's well-being and ability to regulate and manage feelings & behaviours and support their relationships with adults and peers.</p>	<p>Participate in Emotion Coaching programme through Education Endowment Fund. Release two lead practitioners for training which they then disseminate to the whole staff team.</p> <p>Supporting children's learning needs, behavioural challenges through co-and self-regulation, the managing of feelings and increasing emotional literacy.</p> <p>A range of targeted enrichment opportunities to build self-confidence and emotional resilience.</p>	<p>Children can recognise and identify/name their emotions thus reducing frustration and dysregulation. Children are more aware of strategies they can use which enable them (with support) to return to balance/calm. Families have a greater awareness of how to support their child emotionally and also have a growing understanding of supporting self-regulation for themselves and their child. Increased ability to self-regulate supports deeper level learning and school readiness.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</p>	<p>Monitored by teaching teams / Headteacher</p> <p>Data review of baseline assessment, formative & ipsative data analysis</p>	<p>Ruth Peacock</p> <p>Melanie Mathers</p>	<p>Pupil progress meetings, data analysis and monitoring observations</p> <p>School development meetings / supervision.</p> <p>Review of EYLog, levels of involvement and engagement.</p>



Quality of teaching and progress for all children					
Intent		Implementation		Impact	
Desired outcome 3	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented?	Staff lead	When will you review implementation?
<p>Added cultural capital through increased exposure to different visitors and experiences that they may not otherwise enjoy to</p> <p>Increased vocabulary and self-confidence.</p> <p>Enhanced social skills, cognitive development, emotional well-being and a stronger sense of community.</p>	<p>Each half term there will be a themed week which offers provocation and enrichment opportunities e.g. “We are unique”, “We are a community”, “We are healthy”, “We art artists”, “We are explorers”, “We are scientists”.</p> <p>Provide a range of visitors to offer children opportunities to extend cultural capital through visitors such as owls, Life Caravan, Mobile Farm, Balance Bikes, artist.</p> <p>Participate in Intergenerational Play Project with Shipley Manor Care Home</p>	<p>Children will half termly experience and be able to talk (or communicate in their own way) about these experiences. As experience and confidence grow as does vocabulary and the ability to communicate and share these experiences</p> <p>https://early-education.org.uk/cultural-capital/</p> <p>Lead practitioner through the project works with both settings.</p> <p>https://generationsworkingtogether.org/downloads/5c891064751e5-Early%20Years%20Guide%20final.pdf</p>	<p>Each half term a theme will be introduced. A ‘how to at home’ will be sent for parents to support, extend and embed new learning in the home environment.</p>	<p>Teaching teams</p> <p>Angie Nash</p> <p>Jayne Bennett</p>	<p>Pupil progress meetings, data analysis and monitoring observations</p> <p>Review of EYLog, levels of involvement and engagement.</p>



Hirst Wood Nursery School and Children's Centre

Learning together, growing together.

Review of previous academic years expenditure

2021-22 income	Total allocation	£2499.00
	Total spend	£2620.00
Forest School equipment		£1480.00
Half term language support worker		£1140.00
2022 – 23 income	Total allocation	£2929.00
	Total spend	£3337.00
3 terms language support worker		£2700.00
Ian's mobile farm		£ 637.00
2023 – 24 income	Total allocation	£3780.00
	Total spend	£4335.00
Range of curriculum visitors		£1475.00
Additional staff resources to support language		£2860.00. Development through training & achievement of Elklan Community Friendly Setting Award 2023-2027
2024 – 25 income	Total allocation	£9500.00
	Total spend	£9855.00
Range of curriculum visitors		£6855.00
Additional training		£3000.00 Training, supply, resources and additional meeting time