

# Early Years Pupil premium Strategy Statement 2025-26

This statement details our school’s use of Early Years pupil premium to help improve the development and attainment of our disadvantaged pupils.

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 EYPP had within our school.

## School overview

Detail	Data
School name	Thornton Heath Nursery School
Number of pupils in school (sessions filled)	Autumn term 2025 – 83 (109) Spring term 2026 – 99 (137) Summer term 2026 – TBC
Proportion (%) of pupil premium eligible pupils	Autumn term – 33% Spring term – 42% Summer term - TBC
Academic year/years that our current pupil premium strategy plan covers	2025-2026– yearly statement as funding received is variable term by term
Date this statement was published	December 2025 revised March 2026
Date on which it will be reviewed	Termly to reflect new intake
Statement authorised by	J Indarsingh Head of Nursery
Governor / Trustee lead	Caroline Diop

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,844 (estimate for year end) – it is difficult to give an exact figure as the number of pupils entitled to EYPP changes each term as new children arrive at the nursery.
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

## Part A: Pupil premium strategy plan

### Statement of intent

#### Our Commitment to Disadvantaged Children

At Thornton Heath Nursery School, we are dedicated to ensuring that all children, especially those who are disadvantaged, have the best possible start in their education. Our aim is to help these children catch up and thrive, so they enter Reception ready to learn and succeed.

#### What We Want to Achieve

1. **Support Language Development:** We want all disadvantaged children to make quick and lasting improvements in their language skills. By the end of the year, at least 85% of these children should show good progress in listening, understanding, and speaking.
2. **Support Mathematical Development:** We want all disadvantaged children to make quick and lasting improvements in their early number sense skills. By the end of the year, at least 85% of these children should show good progress in early number sense and numerical pattern skills.
3. **Improve Attendance:** We aim to reduce absences among disadvantaged children by 30% and increase their overall attendance to at least 92%. Regular attendance is crucial for their continued learning.
4. **Provide Outdoor Learning Opportunities:** We want to ensure that all disadvantaged children have daily access to high-quality outdoor learning experiences, improving their physical skills and confidence.
5. **Engage Families:** We are committed to involving families more in their children's education, especially those living in temporary housing. We hope that 75% of these families will participate in at least one of our engagement activities each term.
6. **Maintain High-Quality Teaching:** Our staff will continue to receive training to ensure they are effective in teaching all children, particularly those who need extra support.

#### How We Plan to Achieve This

- **High-Quality Teaching:** We will provide ongoing training for our educators to enhance their teaching methods, focusing on communication and language skills and maths. This includes use of specific strategies and work schemes.
- **Targeted Support:** We will offer small group sessions for children who need extra help with their language and numeracy skills. These sessions are tailored to meet individual needs.
- **Wider Strategies:** We provide breakfast and early drop-off options to help families and improve attendance. Where practicable we also support parents who are struggling through offering some flexibility with their child's attendance patterns. Our outdoor learning space offers opportunity for learning and physical development whilst supporting wellbeing.
- **Family Engagement:** We will offer provision for families, including workshops, activity days and community events to help them engage in their child's learning at home and to build support networks.

#### Our Key Principles for Supporting All Children

- At Thornton Heath Nursery School, we believe in a well-rounded approach to help every child succeed. Here's how we plan to make our strategies effective:
- Focus on proven strategies: We will use methods that are backed by strong research on early childhood education. This helps us ensure that we are making a positive impact on your child's learning.

- Whole-child approach: We understand that children have many needs. We will focus on developing their language skills, physical abilities, self-control, and engaging families to support their overall growth.
- Targeted support: While we provide high-quality teaching for all children, we will also offer extra help in small groups or one-on-one for those who need it the most, including those eligible for the Early Years Pupil Premium (EYPP), children with special educational needs (SEND), and those who speak English as an additional language (EAL).
- Investing in our staff: We will ensure our staff receive ongoing training and support to deliver the best teaching possible. This way, we can adapt our methods to meet the unique needs of our children.
- We will regularly check how well our strategies are working by reviewing progress and gathering feedback from families. This will help us make necessary adjustments to ensure we are meeting our goals.

## Challenges

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

Challenge	Detail of challenge
1	Limited home vocabulary exposure and fewer everyday language opportunities compared to peers (compounded by housing instability, EAL and limited parental access to flexible engagement); this constrains progress in expressive and receptive language.
2	Many EYPP children have limited exposure to maths learning at home (low parental numeracy engagement, compounded by housing instability reduces home-learning routines, EAL and limited parental access to flexible engagement ).
3	Attendance: irregular attendance and termly in-year movement (three intakes, mid-term joins) reduce continuity of high-quality provision and limit the dose of interventions for EYPP children.
4	Many EYPP children live in temporary housing or accommodation with no or limited outdoor space; they have reduced opportunities for play, physical development and language-rich exploration at home.

## 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
Reduce language/vocabulary gap for EYPP children (receptive & expressive language).	By end of academic year, at least 85% of EYPP children meet or exceed expected progress in Listening & Attention, Understanding, and Speaking as measured by internal EYFS assessments and wellbeing checks. Progress monitoring shows sustained gains from baseline each term.
Reduce early number sense gap for EYPP children	By end of academic year, at least 85% of EYPP children meet or exceed expected progress in Maths and Numerical Pattern as measured by internal EYFS assessments and wellbeing checks. Progress monitoring shows sustained gains from baseline each term.
Improve attendance and engagement for EYPP children.	Reduce persistent absence among EYPP children by 30% (relative) and increase average EYPP attendance to at least the school average (or to 92% where realistic) by the end of the academic year. Evidence base: attendance interventions show characteristics of effective programmes and have a positive impact
Ensure children lacking outdoor access have rich, daily outdoor learning experiences at nursery.	All EYPP children attend daily high-quality outdoor provision; evidence of improved gross and fine motor outcomes for EYPP children (termly tracking shows acceleration of gross motor progress) Evidence base:

	physical development and outdoor learning linked to self-regulation, physical skills and PSED benefits.
Strengthen parental engagement for families in temporary housing, boosting home language interactions.	75% of EYPP families engage with at least one flexible parental engagement offer per term
Maintain and extend high-quality teaching and CPD so that staff consistently put curriculum into action.	All practitioners complete targeted CPD on communication & language, oracy, wellbeing and continuous provision; observed adult-child interactions rated 'consistently effective' in internal lesson/play observations; staff use agreed approaches with consistency, evidenced by termly monitoring.

### Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (Tier 1: High Quality Teaching and CPD)

Budgeted cost: £ 12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole-staff CPD programme on high-impact interaction techniques, communication &amp; language strategies and developing a love for reading (Little Wandle Oracy/ShREC).</p> <p>Whole-staff CPD programme on White Rose Maths approaches for early years. CPD includes coaching, peer observation, and in-class modelling by lead teacher/SLT.</p>	<p>EEF evidence: communication and language approaches typically have a very high impact (+7 months); staff training and sustained professional development are key to success.</p> <p>NFER evidence: Implementing an evidence-based, targeted approach to early years mathematics—incorporating high-quality small-group support, purposeful use of manipulatives, and ongoing practitioner development—has been shown to significantly improve children’s mathematical understanding and problem-solving skills. This approach supports closing attainment gaps by one additional month's progress compared to those in non-participating schools.</p>	1,2
<p>Use guided play protocols and refine adult-led interventions during play to make learning intents explicit (planning that reduces distraction from learning aims, as noted in the last Ofsted feedback). CPD to include “Plan, Do, Review” scaffolds and when/how adults should intervene in child-led play.</p>	<p>Play-based learning and self-regulation guidance highlight benefits of guided play and structured adult interaction, and the need for precise curriculum intent.</p>	1,2,4
<p>Maintain and recruit staffing with enhanced adult:child ratios (school already enhances statutory ratios in nursery room). Use lead teacher/QTS/external coach for modelling and mentoring to embed approaches; create coaching time in staff timetable (peer coaching).</p>	<p>Professional development, mentoring and well-supported teacher practice are necessary to translate interventions into impact.</p>	1,2

## Targeted academic support (Tier 2: small group, 1:1 support structured interventions)

Budgeted cost: £5,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver a targeted small-group language programme for children identified at baseline (Early Talk Boost / Little Wandle Oracy) 8 week cycles delivered by trained practitioner/TA with fidelity monitoring.	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. These interventions could be, but are not restricted to : <ul style="list-style-type: none"> <li>• speech and language development</li> <li>• “Bucket time” – focusing on listening and attention</li> <li>• “What’s in the bag” – focusing on language development and social skills</li> </ul>	1,2
Short, daily focused adult–child interactions for vocabulary and narrative during arrival, small-group sessions and play based learning (intentional language moments). Train all TAs and EYs educators in high-quality interaction techniques.	Communication and language approaches and early literacy evidence emphasise daily, repeated adult–child interactions; trained TAs can deliver effective small-group work.	1,2
Deploy keyworkers /TAs for structured early numeracy small groups for children who are not yet working at age related expectation (counting/one-to-one correspondence/subitising etc)	EEF: early numeracy approaches have positive impacts on early maths (+7 months); targeted small-group numeracy can help disadvantaged children.	1,2,
Screen all EYPP children using Little Link Language Tool to identify if there are any language needs and put intervention in place where necessary	(Pilot) 2024-2025 Children in the experimental settings made more progress with their language skills, particularly vocabulary and grammar (structure organisation) of their spoken sentences, than the children. Highly significant differences were found in measures of and social use of language for children who had received intervention, compared to children who hadn’t.	1,2

## Wider strategies (Tier 3: attendance, family engagement, wellbeing)

Budgeted cost: £ 5,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Expand and promote the existing breakfast club and early-drop provision (make free or heavily subsidised for EYPP	EEF: Magic Breakfast trial found free, universal before-school breakfast clubs improved outcomes (KS1) and saw improved attendance/behaviour. <a href="#">EEF: Magic Breakfast project summary</a>	1,2,3,4,

children where possible) and align breakfast time with structured language and social activities (stories, songs, short adult-led interactions). Targeted outreach to EYPP families to increase uptake.	This initiative is not available to MNS and is therefore funded from EYPP	
Provision of daily, structured outdoor learning in the nursery garden planned outdoor sessions that scaffold language, number and physical development (gardening, tool use, bread-making, story hunts). For children whose homes lack outdoor space, provide “take-home” outdoor backpacks / sensory kits and community outdoor activity signposting.	EEF: physical development approaches and play-based learning support cognitive outcomes and physical skill development; outdoor learning increases opportunities for risk, language and physical challenge. <a href="#">EEF: Physical development approaches</a> , <a href="#">EEF: Play-based learning</a>	1,2,4
Weekly sports coach employed to teach children different physical activities to boost physical development and to support well-being and the development of social skills.	Engaging in sport activities contributes to the maintenance of a good general state of health, helping us to feel healthy and have vitality. Exercise can be a great social activity, thus it improves wellbeing by improving the quality and quantity of relationships with others (SPARK).	1, 2, 4,
Wellbeing and PSED support: small group self-regulation and social skills sessions; staff training on trauma-informed approaches and attachment-aware practice to support children from unstable housing; signposting to Trust/LA family support and local services (foodbank links, housing advice).	EEF: Social and emotional learning and self-regulation strategies support PSED and can indirectly support academic outcomes. <a href="#">EEF: Social and emotional learning strategies</a> , <a href="#">EEF: Self-regulation strategies</a>	All
Co-ordinate and lead a comprehensive series of parent workshops to support for example, early reading, early number sense, speech and language support	Parental engagement in early years’ education is consistently associated with children’s subsequent academic success On average, parental engagement programmes evaluated to date have led to a positive impact of approximately four additional months’ progress over the course of a year. (EEF).	All
Contingency fund for acute issues.	Based on our experiences and those of	All

	similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	
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**Total budgeted cost: £ 24,200**

## **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 to 2025 academic year.

Internal assessments during 2024/25 confirmed that the performance of disadvantaged pupils was higher than in the previous years across the curriculum. In some areas of the curriculum particularly physical development, managing self, self-regulation, making relationships, children entitled to EYPP made better progress than their peers resulting in raised attainment at the end of the year.

EYPP pupils speaking English as an additional language acquired sufficient language to communicate their needs and wants effectively. Our internal assessments and observations evidenced that children were able to draw on learnt language during their play based learning and this supported the building of friendships, the development of communicative language and consequently independence.

School based interventions had a positive impact on all SEND children including those that were entitled to EYPP. Children consistently met targets that were detailed on pupil passports and applied transferable skills to their independent learning.

Through our ambitious curriculum, children were exposed to a different artist each term and went on to create pieces of work inspired by people such as Shimamoto, Picasso, Kandinsky and Steven Brown. Children composed their own music after listening to Reggae, Motown, classical music and traditional music from around the world.

Through daily bread making, cooking and woodworking, children developed and embedded skills for life with many being able to independently create bread dough from a simple recipe card.

Parents engaged well through our keyworker meetings, curriculum workshops and events such as International Day.

### **Planning, implementation and evaluation**

In planning our new pupil premium strategy, we looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils particularly those in early years who were born during the pandemic.

We used the EEF's implementation guidance and the EEF Early Years' Toolkit to help us develop our strategy and to diagnose specific pupil needs, working out which activities and approaches are likely to work in our school.

We have a robust evaluation framework in place which is revisited on a termly basis and lasts the duration of our yearly approach. It is not feasible to have a three year approach as the cohort within our school changes on a termly / yearly basis because of the age of our children and three admission points per year.