

Abbey Green Nursery School

EARLY YEARS PUPIL PREMIUM STRATEGY STATEMENT 2025-2026

School overview

Detail	Data
Date this statement was published	10/2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Governing body
Pupil premium lead	S.Butterworth – Deputy Headteacher
Named Governor	K.Welsh

Vision Statement

At Abbey Green Nursery School we aim to empower and support children to live well, reach their full potential and fulfil their dreams.

The information below details our school's use of pupil premium funding and sets out our pupil premium strategy. It demonstrates how the money we spend supports our vision statement, 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

The statement also explains the effect that last year's spending of pupil premium had within our school.

Strategic Objective for Pupil Premium Spending

- To close the attainment gap between children from low-income, disadvantaged families and their peers.

*Evidence to support reasoning behind strategy interventions is taken from the Education Endowment Foundation's Early Years Toolkit.

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Barriers to Learning

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

Barrier	Detail of barrier to learning
1	Speech, language and communication difficulties
2	Low self-confidence and self-esteem
3	Difficulties in emotional literacy self-regulation and managing feelings
4	Physical difficulties and lack of regular access to outdoor space
5	Lack of experiences in the wider world
6	Limited access to a wide range of sensory equipment, resources and experiences
7	Inconsistent attendance at school

Intended outcomes – 2024 - 2025

The table below 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.

Detail	Data
Total Number of Children on roll	Autumn: 86
Total Number of Eligible EYPP Children	Autumn: 25 estimate
Proportion of Pupil Premium Eligible Children	Autumn: 29%
Funding for the Autumn Term	£4,750
Funding for the Spring Term	£
Funding for the Summer Term	£
Total Budget for this Academic Year	£4,750

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INTENT				IMPLEMENTATION				IMPACT
	Objectives	Focus	Barrier Addressed	How/Action Required	Evidence to Support this Approach (EEF Early Years Toolkit *)	Resources	Cost/ amount allocated	Success Impact Criteria

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TEACHING (e.g, professional development, recruitment and retention)	Communication and Language	Supporting linguistic aspects teaching and modelling vocabulary and language	Speech, language and communication difficulties Difficulties in emotional literacy, self-regulation and managing feelings	Makaton Launch pad for Literacy Early Years Evidence Store EEF	Very high impact +7 months	Training Session Weekly Makaton Tutor support Release time for staff to create resources	£425 Training session Weekly visits £1000 Makaton Aware £50 Makaton Cards £100 Materials for visual resources £100	Effective teaching and modelling of vocabulary and language through a combination of explicit and implicit strategies. Children's speech and language will develop appropriately. Children will have increased abilities to express themselves.
	Early Literacy Skills	Daily interactive story sessions to build vocabulary	Speech, language and communication difficulties	Interactive Reading sessions Early Years Evidence Store EEF Shared reading one to one and small group	Moderate impact +4 months	Story sack resources	Per core text Autumn £1000	Increased spoken interactions and communication through reading with more active child participation and increased attainment in communication and language and Literacy
	To raise children's attainment in communication and language and improve children's listening skills. To raise attainment in Literacy.	Supporting children's learning needs Supporting Parental Engagement and Learning	Speech, language and communication needs Difficulties in self-regulation	Core story book Each half term the core story book is purchased for all EYPP eligible children and sent home. Parents are encouraged to read the book frequently with their child. Staff members record the core story for parents to watch via Learning Journals. Interactive story sessions for book gifting to support parental strategies in using children's books.	High Impact +6 months Reading to young children and encouraging them to answer questions and talk about the story is an effective approach.	Core Story purchase Resources to support interactive reading	£10 per Book Autumn £500	Children will demonstrate age appropriate listening skills. Children will develop a love of books and be able to talk about their favourite books. Children's communication and language will develop appropriately and children will demonstrate an increased range of vocabulary.

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TARGETED ACADEMIC SUPPORT (e.g, tutoring, one-to-one support structured interventions)	To develop children's gross motor physical skills in line with age appropriate progress and attainment	Supporting children's learning needs	Physical Difficulties Difficulties in self-regulation. Speech, language and communication difficulties Supporting children's Social, Emotional and Mental Health	Weekly Dance sessions. One staff member to lead and provide consistency for the group attending	High Impact +5 months Combining physical activity with strategies to promote self-regulation can have a positive impact on learning.	Lead EYP x 2	No Cost	Children's physical skills will develop at appropriate rates. Children will demonstrate age appropriate listening skills.
	To develop children's language skills	Supporting children's learning needs	Speech, language and communication difficulties Difficulties in self-regulation and managing feelings Low self-confidence and self-esteem Supporting children's Social, Emotional and Mental Health.	Weekly music sessions Weekly structured music sessions. Long term planning to refer to musical development matters EYFS Song Bags for 2 year olds	High Impact +6 months	Musical Instruments Musical song books Song prop bags	£50 £35 £200	Children's speech and language skills will develop appropriately. Children will demonstrate age appropriate listening skills.
	To raise children's attainment in communication and language.							
	To raise children's confidence, social skills and concentration	Supporting children's learning needs	Physical difficulties and access to outdoor space Difficulties in self regulation and managing difficulties	Woodland and Wildlife Sessions Weekly teacher led active play sessions in woodland area with forest school activities	Moderate Impact +4 months Physical Development	Tools, waterproofs, small shed	£300 £300	Children will demonstrate active learning skills, motivation, concentration an understanding of the world.
WIDER STRATEGIES (for example, related to attendance, behaviour, wellbeing)	To improve attendance.		Difficulties in self-regulation	Additional Home Visits	High Impact +5 months	Home learning packs	£500	Children will demonstrate age appropriate listening skills.
	To encourage back and forth conversation		Supporting the Home learning environment	Additional home visits to support ongoing regular attendance and home learning.	Approaches that focus on developing			

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Total Spending	Autumn £4,700
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Part B: Review of outcomes in the previous academic year

Pupil premium strategy Impact Report

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Number of children accessing EYPP funding in 2024-2025		EYPP Funding received
Autumn term	37	£3700
Spring Term	45	£4500
Summer term	52	£9800
Total EYPP funding received:		£18000

Impact of Strategies

Expenditure of EYPP funding 2025-2026		Impact of EYPP interventions
Wildlife and Woodland	All EYPP children were able to join in with weekly wildlife and woodland sessions learning and using forest school skills of den-making and playing with natural resources, engaging in woodcraft and fire activities	Attainment in the prime areas was broadly in line with the overall average of the entire group. With 50% achieving age related expectation across the prime areas and literacy and maths.
Music Sessions	All EYPP children were able to access weekly music sessions with singing and movement and use of percussion.	EYPP children did most well in PD with 50% achieving expected level of development. This was in line with the whole cohort. 25% of children accessing pupil premium funding achieved expected attainment in Communication and Language. Again this was similar to attainment for the whole cohort along with maths, understanding the world, PSED and EAD
Core story books	All EYPP children were provided with copies of the core story each half term to take home and read with their parents, to improve literacy skills and support the home learning environment.	7% of children accessing pupil premium spending made expected attainment in Literacy which was similar when compared to the overall group, who had expected or above expected progress of 11%.
Trips	EYPP children were funded for transport and entry tickets for theatre and seaside trips along with parents and siblings. EYPP children joined in with visits to school from The Owl Man, Mobile farm, Junk orchestra	Areas of learning to be targeted include Literacy, including stories and early phonics and Expressive Arts and Design, including music, imagination and role play.
Additional home visits with home learning	EYPP children were provided with home learning packs on home visits for use at home to support literacy and creative skills during transition points and when attendance issues arose	Attendance of EYPP children was monitored across 3 terms with improvements seen across the year as a whole.

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Externally provided programmes

Programme	Provider
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