

Early Years Pupil Premium Strategy Statement (2026-2027)

This statement details our nursery's use of Early Years Pupil Premium (EYPP) funding to help improve the education we provide for disadvantaged children, following the evidence-based balanced approach recommended by the Education Endowment Foundation (EEF).

School and Funding Overview

Detail	Data
School Name	Thornley
Number of children in setting	4 - 2 year olds 10 - Nursery 13 - Reception
Proportion (%) of children eligible for EYPP	100% 2-year-olds (4) 30% % of 3-4 year-olds (3)
Academic year this strategy covers	2026-2027
Date this statement was published	October 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Sarah Robson (Headteacher)
Early Years Pupil Premium Lead	Rachel Baird (EYs lead)
EYPP funding allocation this academic year	£4585 £1026 uplift £5611 - Total
EYPP funding carried forward from previous years	£0
Total budget for this academic year	£6,000

Part A: Early Years Pupil Premium Strategy Plan

Statement of Intent

Our primary objective is to use the Early Years Pupil Premium (EYPP) funding to ensure disadvantaged pupils make accelerated progress, particularly in the Prime Areas of Learning (Communication and Language, Personal, Social and Emotional Development, and Physical Development).

Our strategy follows the [EEF's balanced approach](#), focusing funding across three key, evidence-informed strands to achieve the greatest long-term impact: **Develop quality practice**, **Tailor personalised support**, and **Lead, plan and sustain a strategy**.

Challenges

The following challenges have been identified for our disadvantaged children:

Challenge Number	Detail of Challenge
1	Delayed Communication and Language skills on entry, hindering access to the curriculum and effective peer interactions.
2	Low levels of parental engagement with the setting and lack of high-quality home learning opportunities (e.g., shared book reading and conversation).
3	Lack of foundational early mathematical skills and conceptual understanding, limiting their ability to reason and problem-solve.

Intended Outcomes

By the end of this strategy's period, we intend to achieve the following:

Intended Outcome	Success Criteria
1	Improved Communication and Language (C&L) skills. Disadvantaged children will have vocabulary and sentence structure on par with their non-EYPP peers.
2	Increased parental engagement and improved home learning environment. Parents/carers will feel confident to support learning at home.

3	Stronger early mathematical foundations. Disadvantaged children will demonstrate improved numeracy and problem-solving skills.
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Activity in this Academic Year

This section details how we intend to spend the EYPP funding to address the identified challenges, structured around the three EEF strands.

1. Develop quality practice (Improving Quality of Teaching)

Activity	Evidence that supports this approach	Challenge Number(s) Addressed	Budgeted Cost
Purchase evidence-informed professional development (CPD) in C&L. Staff training focused on high-quality interaction techniques (e.g., 'Strive for Five' or The SHREC Approach).	High-quality education and care provide the greatest benefits for disadvantaged children. Continuing to develop quality practice through effective professional development is key.	1, 3	£2,000
Embedding the WISE Rapid Recall from 2s to Reception and revising the LTP to ensure all foundational skills and knowledge are covered well. Staff training on foundational maths skills.	Prioritising evidence-informed approaches ensures professional development delivers maximum impact across the setting.	3	£500

2. Tailor personalised support (Targeted Interventions)

Activity	Evidence that supports this approach	Challenge Number(s) Addressed	Budgeted Cost
Offer personalised support through focused small-group interventions for targeted EYPP children in C&L (e.g. Talk Boost key worker groups).	Some disadvantaged children require additional support and teaching to ensure strong progress, and these strategies often benefit all children.	1	£2,500 (Staff time/Resource Kits)

3. Lead, plan and sustain a strategy (Wider Strategies)

Activity	Evidence that supports this approach	Challenge Number(s) Addressed	Budgeted Cost
Take time to plan, monitor and sustain the strategy. Allocate time for the EYPP Lead to analyse assessment data, review the impact of interventions, and work with other settings.	Leadership is key to planning and sustaining a strategy that narrows the learning gap; effective spending is an ongoing process.	All	£500 (Leadership time)
Work with other settings to share best practices on highly effective parental engagement approaches (e.g., setting up a home learning lending library of books and activity packs).	Working with other settings can provide valuable peer support and ensure the strategy is adaptive and evidence-led.	2	£500

Total Budgeted Cost

Total Budgeted Cost	£6,000
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Part B: Governance - Monitoring the Effectiveness of the Early Years Pupil Premium Strategy

Monitoring Activity	Responsibility	Date	Focus of Monitoring
Autumn 1 Data Review	EY Lead / Headteacher	October 2026	Baseline data check. Confirming which children are eligible for EYPP and initial assessment of needs post-entry. Approval of funding release for CPD.
Governing Body/Committee Report 1	EY Lead	15/10/26	Presentation of the finalised EYPP Strategy (Parts A, B, and C). Approval of the budget allocation and confirmation of intended outcomes.

Targeted Interventions Check	EY Lead / Headteacher	January 2027	Deep-dive review of 'Tailor personalised support' activities. Observation of targeted C&L groups and review of progress data for participants.
Mid-Year Progress Review	EY Lead / Headteacher	February 2027	Review of financial expenditure against the budget. Analysis of mid-year assessment data to identify any groups not making expected progress (C1, C3).
Governing Body/Committee Report 2	EY Lead	March 2027	Update on mid-year progress and impact, particularly concerning parental engagement (C2). Recommendation of any necessary in-year adjustments to the strategy or budget.
End-of-Year Strategy Review	EY Lead / Headteacher	July 2027	Drafting Part B of the strategy for the academic year 2027-2028. Final analysis of attainment data (Early Years Foundation Stage Profile data).

Part C: Review of Outcomes at the End of the Academic Year 2026-2027

Summary of Achievements and Impact

Intended Outcome	Success Criteria Achieved?	Summary of Impact
1. Improved C&L skills (C1)		

2. Increased Parental Engagement (C2)		
3. Stronger Early Maths (C3)		

Key Activities Review and Lessons Learned

Strategy Strand	Activity	Cost	Lessons Learned / Recommendation for Next Year