Early Years Pupil Premium (EYPP) Strategy Plan

This document outlines our school's use of the early years pupil premium funding to help improve the attainment of our disadvantaged children. It provides detail for how we will spend the funding for this academic year and also the impact of last year's provision for the 2024,2025 cohort.

Overview of school information

Ludwick Nursery School 2025,2026		
Number of pupils in school	**Autumn**	146
	Spring	174
	Summer	177
Number and proportion of pupil premium eligible pupils across the year	Autumn term '25	61
	Spring term '26	73
	Summer term '26	75
Academic year/years that our current pupil premium strategy plan covers	2025/2026	
Date this statement was published	January 2026	
Date on which it will be reviewed	July 2026 (final review)	
Statement authorised by	Helen Ackerman, Headteacher	
Pupil premium lead	Helen Ackerman, Headteacher	
Governor lead	Lesley Boyle - Lead for disadvantaged children	

Funding overview

Term	**Amount**
EYPP funding Autumn term '25	£13,318
EYPP funding Spring term '26	£15,938
EYPP funding Summer term '26	£16,375

Statement of Intent

At Ludwick Nursery School, we use EYPP funding to reduce barriers to learning and improve outcomes for disadvantaged children through high-quality teaching, timely intervention and strong partnerships with families. Our strategy prioritises communication and language, self-regulation and attendance because these are the areas of greatest need identified through assessment, observation and family engagement. We draw upon evidence from the Education Endowment Foundation (EEF) and current early years research to ensure funding is targeted effectively and has the greatest possible impact on children's attainment, wellbeing and future success.

'***Nurturing Individuals; Growing the Community'***

Our school vision '*Nurturing Individuals; Growing the Community'* acknowledges the significance of the school and families working together in partnership, and the importance of all children experiencing a high-quality nursery education and the positive impact that this has on later life.

Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.

Challenges

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

Challenge Number	Detail of challenge
1	**Social, Emotional and Wellbeing**: Many children enter nursery requiring support to regulate emotions, form relationships, manage transitions and engage successfully in learning. Increased levels of internalising and externalising behaviours can impact wellbeing, participation and progress.
2	**Communication and Language**: Assessment, observation and transition information indicate that many children enter nursery with delayed speech, language and communication skills. Limited vocabulary and difficulties understanding and expressing language affect learning across the curriculum.
3	**Attendance**: Some disadvantaged children do not attend regularly, reducing continuity of learning, relationship-building and access to the full nursery curriculum.

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**
1. PSED Children develop stronger emotional regulation, resilience and relationships with adults and peers.	**Success Criteria** • Children make at least expected progress in PSED from their starting points. • Behaviour and wellbeing observations show improved self-regulation and engagement.

	• Children increasingly use co-regulation strategies and adult support to manage emotions and transitions.
2. Communication and language Children make accelerated progress in communication and language and use a wider vocabulary across the curriculum.	**Success Criteria** • All children make at least expected progress from baseline assessments. • Increased numbers of children are working at or close to age-related expectations. • Observations demonstrate increased vocabulary, confidence in communication and improved ability to express needs, ideas and experiences.
3. Children attend more regularly and access the full curriculum offer.	**Success Criteria** • Attendance improves for EYPP children. • Persistent absence reduces. • Children demonstrate stronger engagement, relationships and progress across areas of learning.

Activity this academic year

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

Activity	Evidence to support this approach	Challenge numbers addressed
Develop use of Zones of regulation, responsive adult support during CIL and continued embedding of TAB approach **Develop use of timed, evidence-informed interventions** **(Imagination Dance / Forest School Nurture group)**	Embed a relational approach, Zones of Regulation, targeted responsive support and targeted nurture interventions, including Imagination Dance and Forest School Nurture Groups. The EEF identifies **self-regulation and executive function** as important foundations for successful learning and behaviour. Evidence suggests that approaches which help children: • recognise and label emotions, • develop self-awareness, • learn strategies for managing feelings and behaviour, • engage in collaborative learning, • and talk about their learning, The EEF Early Years Toolkit also reports that self-regulation approaches can have a **positive impact of approximately three additional months' progress**, particularly when practitioners explicitly support children to reflect on their actions, emotions and learning strategies. The EEF Early Years Evidence Store highlights **physical activity** as one of the approaches that can support self-regulation and executive function, particularly when activities are structured, repeated regularly and provide opportunities for children to practise attention, self-monitoring and behavioural control. A recent systematic review found a positive association between physical activity and self-regulation in early childhood, suggesting that movement-based activities may support both cognitive and non-cognitive aspects of self-regulation.	1,2

	Research into school-based dance movement psychotherapy found improvements in children's wellbeing, emotional and behavioural difficulties, self-expression, emotional regulation, self-confidence and relationships, with benefits	
Further embed of Books, rhymes and Makaton signs as a way to drive vocabulary development	Beck, McKeown, and Kucan (2002) introduced the three-tier model of vocabulary to help educators identify which words to prioritise for instruction. Within Early Years education, strategic vocabulary exposure can significantly impact children's language development and later academic success. The Education Endowment Foundation (EEF) highlights oral language interventions as one of the most impactful strategies for improving outcomes in the Early Years, with an average of +6 months' progress over a year (EEF, 2021). Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. **https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language** **https://educationendowmentfoundation.org.uk/early-years/the-shrec-approach**	1,2
Funded additional / personalised attendance patterns to support attendance	There is strong evidence that there is a link between low family income and poor academic outcomes. By supporting some children with free additional hours and adapted session times, we anticipate attendance will improve and parents may have an opportunity to gain employment. Regular attendance improves access to learning, relationships and early intervention. Research highlights the importance of high-quality early education for disadvantaged children. https://www.lse.ac.uk/business/consulting/assets/documents/closing-gaps-early.pdf	3

Wider strategies (enrichment)

Activity	Evidence to support this approach	Challenge numbers addressed
Nurture group	**Forest Schools** make a difference in the following ways developing children's Confidence, Social skills, Communication, Physical skills, Knowledge and understanding. Particular children/parents expressed that the thought of Forest school supported their child to access the session. https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/	1,2,3
Cooking	Great Expectation Programme: 'The impact of the cookery curriculum: fostering high expectations and high performance for all' (2021) **https://educationendowmentfoundation.org.uk/early-years/evidence-store/self-regulation-and-executive-function** **https://youtu.be/V1Kg1DoRSNA** Practical, collaborative activities promote language development, self-regulation, confidence and social interaction.	1,2,3

Total budgeted cost approx.: £45,631

Part B: Review of outcomes in the previous academic year

2024,2025 Pupil Premium Strategy outcomes

End of year attainment data: Our cohort last year had a significant proportion of children with additional needs, all on the EHCP pathway . Strong progress was made across the prime areas of learning for most

children the majority of children with low starting points left the nursery working at levels typical for their age. Consideration was given to understand the impact of the Covid 19 pandemic for the children and their families. Our assessment and observations showed that many children struggled with self-regulation and their ability to share and take turns, this was more acute for children in the disadvantaged group. Where these needs were identified 'nurture type' interventions were set up for the spring and summer term offering a range of personalised support including access to extended days, nurture forest school, nurture cooking and providing free school lunches.