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 2026,2027		
Number of pupils in school	**Autumn**	**135**
	Spring	**-**
	Summer	**-**
Number and proportion of pupil premium eligible pupils across the year	Autumn term '26	Whole cohort 61**;45%** 2yr olds 25;71% of group 3,4yr olds 36; 35% of group
	Spring term '27	-
	Summer term '27	-
Academic year/years that our current pupil premium strategy plan covers	2026/2027	
Date this statement was published	November 2026	
Date on which it will be reviewed	March 2027	
Statement authorised by	Helen Ackerman, Headteacher	
Pupil premium lead	Claire Turner Assistant Headteacher	
Governor lead	Sally Laflin - Lead for disadvantaged children	

Funding overview

Term	**Amount**
EYPP funding Autumn term 26	**£14,628**
EYPP funding Spring term 27	tbc
EYPP funding Summer term 27	tbc

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
Emotion Coaching TWIGS curriculum	Emotion Coaching 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. 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	1,2

Language groups	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 **Develop relational approach**	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.: £

Part B: Review of outcomes in the previous academic year

2025,2026 Pupil Premium Strategy outcomes

End of year attainment data: add end of year data here

Our EYPP cohort includes a significant proportion of children with additional and often complex needs, including a high number of children with identified SEND. As a result, headline attainment for the EYPP cohort is lower than the school average.

Analysis of the end-of-year data shows that when children with SEND are removed from the EYPP cohort, attainment increases significantly, rising by **23 percentage points in Communication and Language, 26**

percentage points in Physical Development and 30 percentage points in Personal, Social and Emotional Development.

This demonstrates that the attainment gap is driven primarily by the overlap between disadvantage and SEND, rather than disadvantage alone. Outcomes for EYPP children without identified SEND are considerably stronger and indicate that the strategies funded through EYPP are helping to reduce barriers to learning and support children to achieve outcomes more in line with their peers.

Throughout the year, EYPP funding has enabled targeted support focused on children's communication, emotional wellbeing, engagement in learning and access to enriching experiences. This reflects Ludwick's commitment to ensuring that all children feel they belong, can participate fully and have the best possible opportunities to achieve and thrive.

For children experiencing both disadvantage and SEND, the impact of EYPP is often seen through improvements in engagement, independence, communication, self-regulation, confidence and relationships, as well as academic attainment. These developmental gains provide important foundations for future learning and success.

Overall, the evaluation indicates that EYPP funding is having a positive impact. The strongest evidence of impact can be seen in the outcomes achieved by EYPP children without SEND and in the progress made by children facing the greatest barriers to learning. Future EYPP priorities will continue to focus on the intersection of disadvantage and SEND, where the need is greatest and where targeted intervention has the potential to make the most significant difference.