



CROSSENS NURSERY SCHOOL - Early Years Pupil Premium Strategy Statement 2025-26

1. Summary information								
Academic year	2025-26			Total EYPP budget	£3, 570		Date of most recent EYPP review	November 2025
Total number of children	AUT	SPR	SUM	Number of children eligible for EYPP	AUT	SPR	SUM	
	60				18			

2. Current attainment (3&4 YO's)	Children eligible for EYPP	Children not eligible for EYPP
	Autumn	Autumn
% achieving expected/ above the level expected for their age in C&L	36%	76%
% achieving expected/ above the level expected for their age in PSED	21%	56%
% achieving expected/ above the level expected for their age in PD	43%	68%
% achieving expected/ above the level expected for their age in literacy	57%	72%
% achieving expected/ above the level expected for their age in mathematics	50%	72%

3. Barriers to future attainment	
In school barriers	
1.	Individual barriers to learning identified on entry and interventions and support are put into place to enable children to access learning
External barriers	
1.	A small number of children eligible for EYPP have identified additional needs or are being monitored through SEND processes
2.	A small number have English as an Additional Language
3.	The majority are children who will only access 3 terms Nursery Education
Desired outcomes	
1.	Improve Personal, Social and Emotional skills for children eligible for EYPP
2.	Improve Communication and Language & Shared Attention skills for children eligible for EYPP
3.	All pupils participate in at least one enrichment activity per term.

4. Expenditure

Targets will be confirmed following baseline and on-going assessments in addition to the ever-changing needs of the unique child

Academic year 2025-26

i. Targeted support

Desired outcome	Activity / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of implementation Impact on Learning and Development
<p>Improve Personal, Social and Emotional skills for children eligible for EYPP</p>	<p>Education from the Heart programme for all children but with individual resources and additional support for small group and 1:1 sessions for our EYPP children, to embed and secure the 6 pillars of wellness, boosting skills in self-regulation and emotional intelligence.</p>	<p>Many mental health issues start early in life. Promoting emotional wellbeing in the early years helps build resilience, improves later learning, health and social outcomes and may reduce the chance of problems developing in adolescent or adulthood. Around 50% of all lifetime mental health conditions begin by age 14. Early support is absolutely essential. Children from low income households are four times more likely than those from the highest income households to have a mental health problem by age 11. Addressing wellbeing in early years for children from disadvantaged backgrounds is therefore not only a matter of mental health but of social equity, helping to close the gaps in the outcomes between more and less advantaged children.</p>	<p>Group time sessions will be planned for with specific children targeted by additional staff. These children will receive additional support during the universal session if they are settled, or will receive this teaching in a small group or 1:1 depending on the emotional and regulation needs of the children.</p>	<p>MW</p>	
				<p>Total cost</p>	<p>TBC</p>

ii. Targeted support					
Desired outcome	Activity / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review implementation
Improve Communication and Language & Shared Attention skills for children eligible for EYPP	Provide regular opportunities for children to work in small groups to develop shared attention through activities such as <i>Bucket Time</i> , exploration of <i>wonder and awe</i> , fostering <i>enthusiasm</i> , and other <i>joint attention experiences</i> .	Language gaps between disadvantaged and more advantaged children can appear as early as 18 months. These small group sessions will not only help children to build their listening and attention skills, they will have further opportunity for back and forth talk, songs, stories and extra exposure to a language rich environment. This will also provide opportunities for targeted speech and language support.	Use regular observation, assessment, and professional reflection to understand children's progress. Provide additional adult support to lead and model shared attention experiences.	M.W, B.B, DD	
				Total cost	TBC
iii. Enhancement					
Desired outcome	Activity / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review implementation
All pupils participate in at least one enrichment activity per term.	Home Safari	Enrichment activities provide disadvantaged children with valuable experiences that build language, confidence, and cultural capital. They help close early attainment gaps by promoting curiosity, social interaction, and a love of learning, ensuring all children have the best start. Stroking/ touching animals supports the children to feel calm, to take the	All children will access the workshops on the day. Children with SEND who are	Home Safari Admin to keep records	

	Weekly Baby Ballet sessions	opportunity to be brave and to learn in a new context. Allows children to form relationships with other professionals. Children take part in the activity with their peers. Music and movement boosts mood and well-being. A lot of gross motor movement also supports muscle development and fulfils sensory needs. This allows children to be ready to engage in the provision and to be ready to learn.	unsure will have the chance to see the animals just with their 1:1. Staff take part in the sessions and observe the children. Staff discuss together any concerns or strengths that the children may display.	of who has accessed Admin to organise Classroom staff to support	
	EYPP children will attend the Windmill Farm Trip in 2026	Children will gain so much from this experience to support their knowledge and understanding of Spring-time and caring for animals.	Nursery will pay for these children to go on the trip so that all children receive the same opportunity.	BB and admin	

Total cost TBC

Additional support from Crossens Nursery School:

Desired outcome	Activity / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review implementation
Children have maximum access to their time at Nursery	Children have access to Extended Nursery provision (Early Drop Off or Lunch Club). Parents are invited to take up 1 extended service session per week, free of charge.	Providing disadvantaged children with extra nursery sessions offers additional time to develop key early learning skills, build confidence, and strengthen relationships with adults	EYPP parents will be notified of the offer of taking up an extended service, being given additional information and advice as needed.	Office staff	

<p>Children receive snack during each session to provide them with fuel and energy for learning and supporting their well-being.</p>	<p>Snack is provided in each session, free of charge.</p>	<p>and peers. Increased access to high-quality early education supports language development, emotional wellbeing, and readiness for school, helping to narrow the attainment gap and promote equal opportunities for future success.</p> <p>Providing healthy snacks in nursery ensures disadvantaged children receive essential nutrition to support growth, concentration, and overall wellbeing. Access to balanced, nutritious food helps establish positive eating habits, promotes sustained energy for learning and play, and can address inequalities in diet and health, giving all children a stronger foundation for development and school readiness.</p>	<p>Parents and carers will not be required to pay snack money.</p>			
					Total cost	TBC
<p>Further Information - Autumn 2025 44% of this group are on the SEND register (8) 50% have been referred to Speech and Language or are receiving support (9) 5% are under Early Help, TAF or CIN (1) 56% took up our Extended Services Offer (10) 0% have Agreed EHCPs (0) 17% had EHCPs pending currently (3) 5% are EAL (1)</p>						