



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

1. Summary information									
Academic year	2025-26			Total EYPP budget	£11, 609.70			Date of most recent EYPP review	June 2026
Total number of children	AUT	SPR	SUM	Number of children eligible for EYPP	AUT	SPR	SUM		
	60	73	81		18	21	21		

2. Current attainment (3&4 YOs)	Children eligible for EYPP (17)	Children not eligible for EYPP (32)
	Spring	Spring
% achieving expected/ above the level expected for their age in C&L	41%	63%
% achieving expected/ above the level expected for their age in PSED	24%	69%
% achieving expected/ above the level expected for their age in PD	53%	75%

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
Improve Personal, Social and Emotional skills for children eligible for EYPP	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.	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.	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.	MW	Data reflects only one term of impact using Education from the Heart. Learning walks reflect warm and positive relationships between staff and pupils and pupil observations demonstrated care and recognition of the feelings of others. Some children have needed more support than others. The nurture group is going well but Summer data will reveal the impact after two terms of delivery.
				Total cost	£4, 561.85

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	Some children have been accessing joint attention activities to improve their listening and attention skills. This is helping them to access the group time learning but it is still at its early days for some of our children. All staff use simple language to support understanding and regular speech and language screenings plus Welcomm assessments are supporting where learning is taken next.
Total cost					£1, 976
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	All children will access the workshops on the day.	Home Safari	All children have accessed our enrichment offer in some way. Our sessions are designed to 'catch' those who may not attend every day. One child has not accessed Baby Ballet/ Ultimate Kids due to only attending mornings and now we look towards a play therapist from September to give him 1:1 support.

		calm, to take the opportunity to be brave and to learn in a new context.	Children with SEND who are unsure will have the chance to see the animals just with their 1:1.	Admin to keep records of who has accessed	
	Weekly Baby Ballet sessions	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.	Staff take part in the sessions and observe the children. Staff discuss together any concerns or strengths that the children may display.	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	
	Ultimate Kids	Children will listen to and follow instructions from an experienced sport's coach to support the improvement of their physical development.	From April 2026, both Purple Room and the Big Room will access this enrichment weekly.	Admin to organise. Staff to support.	
Total cost					£2, 787.35

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 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.	EYPP parents will be notified of the offer of taking up an extended service, being given additional information and advice as needed.	Admin	All children eligible for EYPP are offered extended provision, with the majority of families taking up this opportunity. The additional time in Nursery enables children to develop confidence, independence and positive relationships with both adults and peers. Staff have observed improvements in children's social interaction, communication skills and engagement in learning, supporting them to make a positive start. In addition, the Nursery covers the cost of snack provision for EYPP children, helping to reduce financial pressures on families. This ensures that all children have access to healthy, nutritious snacks throughout the day, supporting their wellbeing, readiness to learn and full participation in Nursery life.
Children receive snack during each session to provide them with fuel and energy for learning and supporting their well-being.	Snack is provided in each session, free of charge.	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.	Parents and carers will not be required to pay snack money.		

Total cost					£2, 284.50
Further Information – Spring 2026 (3&4 YOs) 47% of this group are on the SEND register (8) 39% have been referred to Speech and Language or are receiving support (7) 6% are under Early Help, TAF or CIN (1) 41% took up our Extended Services Offer (7) 18% have Agreed EHCPs (3) 9% had EHCPs pending (1) 6% are EAL (1)					