

Tudhoe Moor Nursery School Early Years Pupil Premium strategy statement 2025-26

1. Summary Information

Academic Year	2025-2026	Date of implementation	Sept 2025
Amount of EYPP per child per hour	£1	Date of review	July 2026
	Autumn	Spring	Summer
Total number of children on roll	84	TBC	TBC
Number of children eligible for EYPP	28	TBC	TBC
Total of EYPP per term	£5880	TBC	TBC
Total budget for EYPP	£TBC		

2. Baseline Attainment- Rationale for spending

	Children eligible for EYPP	Children not eligible for EYPP
% achieving expected standards or above in C&L Autumn '25	37%	40%
% achieving expected standards or above in PSED Autumn '25	33%	28%
% achieving expected standards or above in Physical Development Autumn '25	59%	62%

3. Barriers to future attainment for children eligible for Early Years Pupil Premium

In-School Barriers	
A	Children enter with skills in the prime areas that are developmentally lower than expected
B	Lower levels in prime areas impacts the gap between EYPP and non-EYPP in all other areas
External Barriers	
C	Parental support
D	Poor attendance

4. Outcomes

Desired outcomes and how they will be measured		Success criteria
A	Improve skills in the prime areas	More children meeting age related expectations or better by the end of the academic year.
B	The gap between EYPP and non EYPP will be reduced	Children to make accelerated progress by the end of the year, meeting age related expectations or better.
C	Parents will be supported in areas of need/concern so that they are better prepared for supporting their children.	Children are happy and ready to learn.
D	Increased attendance.	Children attend well. Children who are not able to attend are supported with home learning.

5. Planned Expenditure

Desired outcome	Action	Rationale	Impact	Staff
A - Improve skills in the prime areas	<ul style="list-style-type: none"> Develop staff skills in improving children's language skills, through direct teaching and child initiated learning, to support all children. Targeted intervention in small groups for those who need more than quality first teaching. WellComm tool used to support communication and language progression. 	<ul style="list-style-type: none"> Whole school awareness of how and when to extend vocabulary and understanding. Further develop staff confidence with supporting S&L. Nurturing ethos will enhance children's developing PSED skills which will impact all areas of learning. Specialists will be able to support staff in understanding children's specific needs. 	<ul style="list-style-type: none"> Improved outcomes for children. Children eligible for EYPP to make rapid progress. 	<ul style="list-style-type: none"> SLT Enhanced SEND Teaching Assistant All staff working directly with children
B – The gap between EYPP and non EYPP will be reduced	<ul style="list-style-type: none"> Staff to develop the curriculum to ensure quality first teaching builds on what children know and provides a clear sequence that will 	<ul style="list-style-type: none"> A well balanced curriculum will allow children to make links in their learning ensuring this is embedded. 	<ul style="list-style-type: none"> Improved outcomes for children. Children eligible for EYPP to make rapid progress. 	<ul style="list-style-type: none"> All key workers AB

	<p>ensure children to make at least good progress.</p> <ul style="list-style-type: none"> • Targeted intervention in small groups for those who need more than quality first teaching. 	<ul style="list-style-type: none"> • Targeted intervention will be unique for each child and build on what they can do. 		
C – Parents will be supported in areas of need/concern so that they are better prepared for supporting their children.	<ul style="list-style-type: none"> • Actively seek support from outside agencies and work flexibly with them to ensure opportunities are available to our families. • Build parent relationships through coffee mornings etc. so that parents feel comfortable asking for help. 	<ul style="list-style-type: none"> • External agencies are best placed to offer specialist support for parents so that they can meet children's needs. • When parents are feeling better supported they will be able to support their children. 	<ul style="list-style-type: none"> • Families will feel more confident in knowing how to keep their children safe. • Children will be happy and ready to learn. 	<ul style="list-style-type: none"> • SLT • Key workers • Outside agencies
D – Increased attendance	<ul style="list-style-type: none"> • Increased offer of flexibility for 15 hours children. • Flexible Breakfast and After School Club offer. • Contact with all EYPP children who are absent and parents signposted to suggested activities and offered any advice sought. • Offer support with costs to parents e.g. meals, uniform, trips. 	<ul style="list-style-type: none"> • Greater flexibility will support parents in ensuring children's nursery patterns fit around family life, thereby reducing the need for unauthorised attendance. • Children to continue to make progress if they are unable to attend nursery. • Support with costs will ensure children are not missing education for financial reasons. 	<ul style="list-style-type: none"> • Attendance will increase which will give children greater opportunities to access the full nursery curriculum. • Children who have missed school will not fall behind their peers. • Children eligible for EYPP will continue to close the gap between them and their peers. • Children will be able to attend all events which will support their development. 	<ul style="list-style-type: none"> • AB • EM

6. Monitoring

School Lead	Amanda Bond	Link Governor	Lisa Wright
How will EYPP be monitored?	<ul style="list-style-type: none"> • Termly meetings between school lead and link governor • Data analysis • Planning scrutiny between school lead and key workers • Lesson observations • Learning journals • Parent feedback • Parent questionnaires 		

7. End of Year Attainment and Progress

Attainment	Children eligible for EYPP	Children not eligible for EYPP
% achieving expected standards or above in C&L Summer '26	TBC July '26	TBC July '26
% achieving expected standards or above in PSED Summer '26	TBC July '26	TBC July '26
% achieving expected standards or above in Physical Development Summer '26	TBC July '26	TBC July '26
Gap between EYPP and non-EYPP	AUTUMN (3 children)	SUMMER (16 children)
% achieving expected standards or above in C&L	TBC July '26	TBC July '26
% achieving expected standards or above in PSED	TBC July '26	TBC July '26
% achieving expected standards or above in Physical Development	TBC July '26	TBC July '26

8. Summary Statement

End of Year Summary Statement
TBC July '26