Tudhoe Moor Nursery School Early Years Pupil Premium strategy statement 2026-27

1. Summary Information

Academic Year	2026-2027	**Date of implementation**	Sept 2026
Amount of EYPP per child per hour	£1.15	**Date of review**	July 2027
	Autumn	**Spring**	**Summer**
Total number of children on roll	90	TBC	TBC
Number of children in receipt of EYPP	26	TBC	TBC
Total of EYPP per term	TBC	TBC	TBC
EYPP Test and Learn Grant	£11097		
Total budget for EYPP	TBC		

2. Baseline Attainment- Rationale for spending

The data used is from our N2 cohort as this reflects the most significant gap between children in receipt/not in receipt of EYPP

	Children in receipt of EYPP	**Children not in receipt of EYPP**
% achieving expected standards or above in C&L Autumn '26	47%	54%
% achieving expected standards or above in PSED Autumn '26	33%	46%
% achieving expected standards or above in Mathematical Development Autumn '26	27%	42%

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

In-School Barriers	
A	Delayed speech, language and communication skills, limited vocabulary and listening skills.
B	Low confidence, poor emotional regulation and limited resilience.
C	Gaps in early mathematical understanding.
External Barriers	
D	Limited parental confidence and engagement in children's learning.
E	Lower attendance and inconsistent access to learning.

4. Outcomes

Desired outcomes and how they will be measured		Success criteria
A	Improve Communication and Language skills	90% of EYPP children make expected or better progress in C&L Improved listening, attention and vocabulary observed through assessments. Reduction in the attainment gap between EYPP and non-EYPP children.
B	Improve skills in PSED	90% of EYPP children make expected or better progress in PSED. Reduction in behaviour incidents requiring adult intervention. Increased confidence and independence observed.
C	The gap between EYPP and non EYPP will be reduced in Mathematical Development	80% of EYPP children make expected or better progress in Mathematics. Increased engagement in number activities. Narrowing of attainment gaps.
D	Parents will be supported in areas of need/concern so that they are better prepared for supporting their children.	75% of EYPP families engage with nursery events or home learning opportunities. Increased parental contributions to learning journals. Positive parent feedback regarding support received.
E	Increased attendance.	EYPP attendance increased to 80% or above. Reduction in persistent absence. Improved engagement in learning activities.

5. Planned Expenditure

Desired outcome	Action	Rationale	Impact	Staff
A - Improve Communication and Language skills	• Whole school training to embed the ShREC approach - evidence-informed strategies to establish high-quality interactions and help develop children's language and communication skills. • Targeted intervention in small groups for those who need more than quality first teaching. • WellComm tool used to support communication and language progression.	• Using the ShREC approach will ensure consistent strategies are used to develop children's communication and language skills. • All interactions with children will high quality ensuring there are no missed opportunities to develop children's communication and language skills. • Whole school awareness of how and when to extend vocabulary and understanding. • Further develop staff confidence with supporting S&L.	• Improved outcomes for children. • Children eligible for EYPP to make rapid progress.	• SLT • EYSENCo • All staff working directly with children • AB • AD

	• 'Thinking Classrooms Programme – Closing the Gap' PP to be completed by AB and AD. This should feed into whole school improvement and targeted support for children in receipt of EYPP. • Development of the 3's outdoor area to enhance the opportunities for children to work collaboratively developing both communication and language and PSED skills.	• Specialists will be able to support staff in understanding children's specific needs. • Training provided will enhance our approach to closing the gap for children in receipt of EYPP. This will offer opportunities to develop long term strategies which will benefit this cohort as well as future children. • By enhancing the outdoor provision, we can offer children natural opportunities to develop the skills they have been practising in targeted intervention groups. The outdoor area has historically been a key area for children in receipt of EYPP. Whilst it is currently an area children are confident in this will offer challenge and new opportunities for all.		
B – Improve skills in PSED	• Nurture group to run in 3's room as well as in 2's for children identified as in need to extra support for transition. • Whole school training on 'Nuture Awareness' to support the principles of nurture group being applied throughout the setting. • 'Thinking Classrooms Programme – Closing the Gap' PP to be completed by AB and AD. This should feed into whole school improvement and targeted support for children in receipt of EYPP • Development of the 3's outdoor area to enhance the opportunities for children to work collaboratively developing both	• Through early identification nurture group will target children in need of additional support to develop their PSED skills which will impact all areas of learning. • Early identification and action may reduce the number of EWEL referrals needed. • Nurturing ethos will enhance children's developing PSED skills which will impact all areas of learning. • Training provided will enhance our approach to closing the gap for children in receipt of EYPP. This will offer opportunities to develop long term strategies which will benefit this cohort as well as future children. • By enhancing the outdoor provision, we can offer children natural opportunities to develop the skills they have been	• Improved outcomes for children. • Children eligible for EYPP to make rapid progress.	• NG, ET & KS • AB • AD • All staff working directly with children

	communication and language and PSED skills.	practising in targeted intervention groups. The outdoor area has historically been a key area for children in receipt of EYPP. Whilst it is currently an area children are confident in this will offer challenge and new opportunities for all.		
C – The gap between EYPP and non EYPP will be reduced in Mathematical Development	• Whole school staff training on 'Number Sense' • JM to take on the role of Maths Champion – taking part in a focus group with school across Durham. This will provide opportunities to share good practice and to learn from each other. • Staff to develop the curriculum to ensure quality first teaching builds on what children know and provides a clear sequence that will ensure children to make at least expected progress. • Targeted intervention in small groups for those who need more than quality first teaching. • 'Thinking Classrooms Programme – Closing the Gap' PP to be completed by AB and AD. This should feed into whole school improvement and targeted support for children in receipt of EYPP	• Taking part in whole school training will ensure staff have a shared understanding of how to support children's mathematical development resulting in a consistent approach for children. • Taking part in the Durham focus group will mean that we can share good practice. By reflecting on what has been shared we can keep training up to date meaning effective strategies found in other schools can ensure positive outcomes for our children as well. • A well balanced curriculum will allow children to make links in their learning ensuring this is embedded. • Targeted intervention will be unique for each child and build on what they can do. • Training provided will enhance our approach to closing the gap for children in receipt of EYPP. This will offer opportunities to develop long term strategies which will benefit this cohort as well as future children.	• Improved outcomes for children. • Children eligible for EYPP to make rapid progress.	• JM • AB • AD • All staff working directly with children
D – Parents will be supported in areas of need/concern so that they are better prepared for	• Actively seek support from outside agencies and work flexibly with them to ensure opportunities are available to our families.	• 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.	• Families will feel more confident in knowing how to keep their children safe.	• SLT • AD • Outside agencies

supporting their children.	• Build parent relationships through coffee mornings etc. so that parents feel comfortable asking for help. • Offer tailored support for families requiring additional guidance. • Signpost parents to community support services. • "Walkie Talkies" sessions offered to parents. This will allow parents to attend events together to form and build relationships in the community.	• When parents have a wider support network they will be in a better position to meet their children's learning and development needs.	• Children will be happy and ready to learn.	
E – Increased attendance	• 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.	• 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.	• 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 will be able to attend all events which will support their development.	• AB • EM

6. Monitoring

School Lead	Amanda Bond	**Link Governor**	Lisa Wright
How will EYPP be monitored?	• 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 in receipt of EYPP**	**Children not in receipt of EYPP**
% achieving expected standards or above in C&L Summer '27	TBC	TBC
% achieving expected standards or above in PSED Summer '27	TBC	TBC
% achieving expected standards or above in Physical Development Summer '27	TBC	TBC
Gap between EYPP and non-EYPP	**AUTUMN**	**SUMMER**
% achieving expected standards or above in C&L	TBC	TBC
% achieving expected standards or above in PSED	TBC	TBC
% achieving expected standards or above in Physical Development	TBC	TBC

8. Summary Statement

End of Year Summary Statement