

Early Years Pupil premium strategy statement

This statement details our nursery's use of early years pupil premium funding to help improve the education we provide for disadvantaged children.

It outlines our early years pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of early years pupil premium had within our nursery.

School overview

Detail	Data
School name	Oxhill Nursery School
Number of children in nursery in Autumn Term	44 (2 year olds) 57 (3-4 year olds) Total = 101
Proportion (%) of children eligible for early years pupil premium	(39) = 39% of whole school are eligible (24) = 42% of 3-4 year olds are eligible (15) = 34% of 2 year olds are eligible
Academic year/years that our current early years pupil premium strategy plan covers	25/26
Date this statement was published	First published December 2025
Date on which it will be reviewed	February 2026 May 2026, November 2026
Statement authorised by	Chair of Governors S. Golightly
Early years pupil premium lead	Headteacher J. Watson
Governor / Trustee lead	S. Golightly

Funding overview

Detail	Amount
Early years pupil premium funding allocation this academic year OR termly Calculation is worked out at	
Autumn £15 per week x 15 weeks = £225 x 39 children	£8775 (actual)
Spring £15 per week x 12 Weeks = £180 x 44 children	£7920 (estimated)
Summer £15 per week x 11 Weeks = £165 x 45 children	£7425 (estimated)
Early Years pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	Estimate based on 39 EYPP ch'n Autumn, 44 EYPP ch'n Spring 45 EYPP ch'n Summer Total £24,120

Part A: Early Years pupil premium strategy plan

Statement of intent

Oxhill Nursery School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. As part of the additional provision made for pupils who belong to vulnerable groups, we will ensure that the needs of the socially disadvantaged pupils are adequately assessed and addressed through termly pupil progress meetings and data analysis. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive Early Years Pupil Premium will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged receive EYPP.

Our objective for all children, including those who are disadvantaged, is that they are supported to achieve their full potential, while developing the skills to become lifelong learners. We want children to feel safe and secure, and to have a sense of well-being, in an environment where they can express themselves and feel valued.

We also see children whose wellbeing and self-esteem is particularly low and recognise the highly negative impact this has on their potential to learn. In response to this analysis, we are committed to help all children achieve their full potential by providing a high-quality rich environment delivered through high quality teaching and learning experiences.

We reserve the right therefore, to allocate the Early Years Pupil Premium Grant to support any pupil or groups of pupils that we legitimately identified as being socially disadvantaged. Limited funding and resources will also mean that not all the children in receipt of Early Years Pupil Premium funding will receive interventions at one time.

At Oxhill Nursery school we see raising the attainment of disadvantaged children as part of our commitment to help all children to achieve their full potential by:

- Promoting an ethos of attainment for all pupils rather than stereotyping disadvantaged children as a group with less potential to succeed
- Having an individualised approach to addressing barriers to learning at an early stage through early intervention
- Focussing on high quality teaching and effective deployment of staff to support disadvantaged children
- Make decisions based on detailed data analysis and responding to evidence each term

At Oxhill Nursery School, we decided to use EYPP funding to compliment the work that is going on in school to close the “word gap” by focussing on areas of life skills where some children need a boost in independence skills or self-confidence in order for them

to thrive and achieve across all areas of learning. Enriching opportunities including, cookery, shopping, life skills and support for developing personal care. These activities will provide a range of opportunities for all children to try something new and shine.

Through our strategy we recognise the importance of children accessing their local environment and the people within it. A sense of community, and where you belong, is essential and we aim to support this through our intended outcomes for children. In addition, we recognise how important communication and language development is in supporting children to access the nursery curriculum and engage with peers and adults at nursery and within their home environment, without these skills children are unable to flourish and take ownership of their learning.

The 3 Prime areas of learning will be addressed through the EYPP funding as they are crucial to the children's wider subsequent learning and progress.

Challenges

This details the key challenges that we have identified among our disadvantaged children.

Challenge number	Detail of challenge
1	Children's communication and language skills are delayed on entry as a two-year-old.
2	Children's physical and emotional development is delayed and children need additional support with their self-help skills (toileting) and emotional regulation.
3	Our disadvantaged children have had limited exposure to rich language and literacy experiences that support the development of fundamental skills such as handling, discussing, listening to, and reading age-appropriate books, as well as engaging in singing songs and rhymes.

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
<ul style="list-style-type: none">Children will understand their feelings, develop strategies when managing their own behaviour and their general well-being within school will be higher.	<ul style="list-style-type: none">Internal tracking will show more children will meet, at least age-related expectations in PSED by the end of the academic yearChildren will be observed dealing with conflict whilst playing with peers

	<ul style="list-style-type: none"> Children will be able to manage change in routine, and follow instructions given by familiar adults without becoming withdrawn or throwing a tantrum Recorded observations of children show they are happy within school and developing relationships with others Children will recognise and name some of the common emotions
<ul style="list-style-type: none"> For children to have improved communication skills to be able to engage with an adult and then move on to engaging with their peers when they are ready and at the appropriate stage of social play. 	<ul style="list-style-type: none"> Children will respond to an adult who is engaging with them by looking. Children will recognise the adult has made some form of communication and they will receive this and start to process it. The children will then formulate a response to reciprocate the communication as appropriate. This may be through non-verbal communication and or through verbal communication.
<ul style="list-style-type: none"> Children will be given the opportunity to take part in a range of activities to enhance fine and gross motor skills as well as mindfulness 	<ul style="list-style-type: none"> Children will meet at least age-related expectations in Physical Development by the end of the academic year Children will be more coordinated in their gross motor movements and balance Children will have developed fine motor control enabling them to make controlled marks with a pencil Children will develop strategies to remain calm through mindfulness
<ul style="list-style-type: none"> Children will have a strong knowledge of what it is to be a reader from an early age. Children will understand what books are for and successfully select and handle favourite stories and information books sharing these at home. 	<ul style="list-style-type: none"> Children will share core stories with adults in nursery. Core stories will then be available for families to share at home. Stories will have a guide to help families to understand about developing reading skills. This will be broken down into how to handle books, how to talk about books and develop children's vocabulary and how to read together e.g. choosing a cosy quiet space, reducing distractions by turning off the TV... The guide will be visual to help all parents.
<ul style="list-style-type: none"> Children will take part in weekly music session with community musician 	<ul style="list-style-type: none"> Children demonstrate sustained attention and enjoyment during music sessions, evidenced by positive responses such as singing along, clapping, or playing instruments. Skill Development: Children show progress in key musical skills over time, including: <ul style="list-style-type: none"> Remembering and singing entire songs Using instruments with increasing control to express feelings and ideas Language Growth: Children increase their use of vocabulary related to music and emotions during and after sessions, supported by staff observations and assessments. Social Interaction: Children engage in cooperative musical play, such as turn-taking, sharing instruments, and group singing.

Activity in this academic year

This details how we intend to spend our early years pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

- A) Estimated cost for multiple copies of core books **£1000**
- B) Cost of Dialogic reading Twilight for staff **FREE**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Revision of core books for two and three year olds.</i> <i>Selecting high quality texts.</i></p> <p><i>Realigning books to developmental stages.</i></p> <p><i>Whole School staff training: Dialogic reading</i></p>	<p>https://educationendowmentfoundation.org.uk/early-years/toolkit/early-literacy-approaches</p> <p>https://www.readingrockets.org/topics/comprehension/articles/dialogic-reading-having-conversation-about-books</p>	3

Targeted support (for example small group support, one-to-one support, structured specific learning experiences)

Two Year Olds (Blossoms)

Budgeted cost for enhanced ratio in Blossoms (15 hours per week @ £17.50p/h x 27 weeks = **£7,087.50**

Rising three room (Acorns)

Budgeted cost for enhanced ratio in Acorns - 15 hours per week @ 16.71p/h x 27 weeks = **6767.55**

Preschool room (Oaks)

Budgeted cost for enhanced ratio in Oaks (30 hours per week @ £17.50p/h x 15 weeks (Autumn Term only) = **£7,875**

Two-year-old and rising 3 children and 3-4 year old children with communication difficulties

Budgeted cost for weekly Community Musician sessions for Autumn and Spring Term (27 weeks) = **£3375**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staff employed in Autumn & Spring (Autumn Term only in preschool) to provide lower adult child ratio and to provide some small group targeted support:	<p>In England, the Early Years Foundation Stage (EYFS) statutory framework sets the minimum staff-to-child ratios, which have been adjusted over time. For instance, in September 2023, the ratio for two-year-olds was changed from 1:4 to 1:5. (commonslibrary.parliament.uk)</p>	1,2,3
A. to provide children with practical activities around independence, health & hygiene, self-care, regulation of emotions and wellbeing and language development.	<p>However, some studies suggest that increasing child-to-adult ratios may negatively impact the quality of care. A study involving 154 early years practitioners found that higher ratios led to unsafe practices and adversely affected children's developmental needs. (childcarecanada.org)</p>	2
	<p>A lower staff ratio (1:4 instead of 1:5 in the two year old room) and (1:6 instead of 1:8) in rising 3's provides all children with more adult attention and scaffolding. This leads to more quality interactions, children observe more modelling of play and language and have role models to show them how to interact, play and become fully involved. Having more staff available allows more scaffolding in the moment and opportunities for targeted interventions (Wellcomm) and small group work. Children are supported with their personal and social development.</p>	1, 2,
	<p>The EYFS statutory framework's focus on qualified staff, appropriate ratios, and the key person system provides the structural foundation for delivering high-quality language development opportunities. This is especially critical for disadvantaged children, who, as highlighted by the DfE's "Best Start in Life" report, face greater challenges in communication and language. Ensuring access to funded early education staffed by skilled practitioners creates a language-rich environment that supports these children to develop the communication skills necessary for future learning and life success.</p>	1, 3

<p>B. To deliver WELLCOMM program to identified groups of children to support language development</p> <p>C. Two year olds and rising three children: Community musician to delivery age appropriate music sessions with, songs, rhymes, dancing and percussion instruments</p>	<p>Wellcomm is a speech and language toolkit used in schools to identify and support children with potential language difficulties. It includes a screening tool that uses a traffic light system (red, amber, green) to assess a child's current language level and then provides customised intervention activities to help with their development. This toolkit is designed for use by teachers and teaching assistants without specialist speech and language training. Three staff in school have received training to deliver the programme.</p> <p>Research (nature.com) indicates that music and singing significantly enhance language development in children aged 2 to 4 years. Key findings include:</p> <p>Improved Phonological Awareness</p> <ul style="list-style-type: none"> • Sound Recognition: Engaging with music helps children distinguish between different sounds and syllables, which is crucial for reading and writing skills <p>Expanded Vocabulary</p> <ul style="list-style-type: none"> • Exposure to New Words: Singing songs introduces children to a variety of words and phrases, aiding in vocabulary growth <p>Enhanced Memory and Recall</p> <ul style="list-style-type: none"> • Repetition: The repetitive nature of songs aids in memory retention, helping children remember words and concepts more effectively. <p>Improved Pronunciation and Articulation</p> <ul style="list-style-type: none"> • Speech Practice: Singing along to songs and nursery rhymes helps children practice pronunciation and develop clear articulation. <p>Encouragement of Social Interaction</p> <ul style="list-style-type: none"> • Group Participation: Singing and dancing to music with others fosters social engagement, turn-taking, and communication skills in toddlers. 	
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Wider strategies (for example, related to encouraging good attendance in preparation for statutory schooling, behaviour, wellbeing)

Budgeted cost: Kalma Life Yoga sessions for Autumn and Spring Term = £ 5980

Activity	Evidence that supports this approach	Challenge number(s) addressed
A) Preschool: Weekly sessions to enhance fine and gross motor skills through a range of activities that include; Yoga, gardening, musical instruments, playdough disco, cookery, forest school, dancing with scarfs/streamers, action songs and rhymes and large-scale drawing	https://educationendowmentfoundation.org.uk/early-years/evidence-store/physical-development	2

Part B: Review of outcomes in the previous academic year

Early years pupil premium strategy outcomes

This details the impact that our early years pupil premium activity had on children in the 23-24 academic year.

The EYPP funding is intended to help close the gap in development and school readiness. In the academic year 2024/25 we identified the following challenges:

- Communication and Language development was largely below age-related expectations.
- Children found it difficult to be able to regulate their emotions and express their feelings in an appropriate way.
- Physical development was delayed in both gross and fine motor skills.
- At home, children may not experience rich learning opportunities that cultural capital and a sense of community

Our intended outcomes:

- Children to develop their Communication & Language skills by interacting in a range of ways, including:
 - Verbally – this may be through use of learnt phrases such as “Stop, I don’t like that,” or “My turn / your turn,” or “Help, please.”
 - Being very familiar with a range of nursery rhymes and selected stories (from our progressive nursery rhyme scheme and reading spine) – by repeating them daily and ensuring that they are well-known.
 - Using ‘Vocabulary Flowers’ with targeted words for each area of provision in the classroom. These were displayed so that adults could incorporate particular words into children’s play for them to learn.
 - Use of visual timetables / first and then cards and objects of reference for those children who need it.
 - BLAST intervention group which supports the development of auditory, attention and language skills.

- Children to begin to understand their feelings, develop strategies when managing their own behaviour and their levels of wellbeing will be higher:
 - 'The Colour Monster' by Anna Llenas will be a key text that the children will return to repeatedly throughout the year. This helps the children to identify a range of emotions by relating them to a colour. Children will also learn a range of strategies to be able to express each emotion in a safe and appropriate way e.g. when feeling red and angry – instead of hurting others, a more appropriate way of expressing their feelings might be to stamp their feet or jump up and down.
 - Lots of opportunities for cooperative play, turn-taking activities and the potential to develop negotiation skills (modelled heavily by adults)
 - Strategies aimed at helping children to cope with transition times of the day to be utilised. These may be sand timers and 2 minute warnings, first/then boards, visual cues/timetables, tidy up choice boards etc.
 - Yoga sessions (led by Kalma life) to improve emotional regulation, increase body awareness, mindfulness and self-esteem as well as enhancing concentration and memory. It also teaches the children discipline which is beneficial in reducing anxiety and impulsivity.
- Children will have the opportunity to take part in a range of activities to enhance physical development (both fine and gross motor skills)
 - Yoga – supports the development of muscular strength; balance; flexibility; coordination.
 - Squiggle while you Wiggle – supports the development of children's dexterity, working on large shoulder-pivots, elbow-pivots, wrist-pivots and finally, small finger movements.
 - Lycra games / dancing with scarves – supports gross motor development
 - Forest school activities – developing independence and self-help skills. Dressing themselves appropriately for the outdoors. Taking part in activities such as hammering golf tees into pumpkins, matchsticks into potatoes and eventually, nails into wood.
 - Navigating a variety of terrains outdoors and considering their ability to take safe risks as they climb trees, feed the horses and build using large blocks.
 - Cooking activities – gain experience using a variety of tools including vegetable peelers, cheese graters, knives, spoons, whisks, sieves, piping bags, jugs for pouring etc. Cooking for a purpose – Mother's Day afternoon tea.

- Enriching opportunities to be given to children to extend their life experiences, gaining a wider understanding of culture in the local area/community:
 - Visit from Tidy Ted and sponsored litter pick which led to an interest in litter, keeping our community tidy and sorting our recyclables into different groups.
 - Working together to build scarecrows for our own Scarecrow festival
 - Singing Christmas Carols in the community for our neighbours at Mandela Close.
 - Going out for a walk in the community to post our letters to Santa. Practicing our noticing skills and developing an awareness of road safety.
 - Lovely visit from Santa.
 - Circus skills / visit to Louisa centre at Christmas. Trips to South Shields / Hall Hill farm in the summer term.

Part C: Governance – monitoring the effectiveness of the Early Years Pupil Premium Strategy

Governors should be involved in evaluating the Early Years Pupil Premium Strategy. Leaders could use the table below to briefly summarise any discussions about the effectiveness of the strategy to address the intended outcomes.

Activity	Autumn 2025 Evaluation	Committee Date
<i>Kalma Life Yoga Sessions</i>	Sessions started w/c 11/9/25	
<i>Community Musician</i>	Sessions started w/c 11/9/25	
<i>Enhanced ratio</i>	Children across school are very calm and behaviour is good. Children are supported in the environments with their language development, smaller group activities and interventions	
<i>Wellcomm screening and intervention</i>	All children have been screened using the Wellcomm screening tool and intervention sessions have started	
<i>Enriching opportunities</i>	Scarecrow scavenger hunt, autumn walks in the community,	

Activity	Spring 2026 Evaluation	Committee Date
<i>Kalma Life Yoga Sessions</i>	Sessions continue w/c 5/1/26	
<i>Community Musician</i>	Sessions continue w/c 5/1/26	
<i>Enhanced ratio</i>		
<i>Wellcomm screening and intervention</i>		
<i>Enriching opportunities</i>		

Activity	Summer 2026 Evaluation	Committee Date