Early Years Pupil Premium Little Hayes report Term 5 June 2026

Early Years Pupil Premium funding increased in April 2025 and April 2026
From April 2026 the setting will receive up to £655 if a child attends for three terms.
A single annual payment is made per child.
Children who attend for 30 hours rather than 15 hours only get one payment.
Two-year-olds are now also eligible for this funding.

The numbers of children on roll increases over the school year and therefore numbers of children eligible for EYPP can change. EYPP is calculated and allocated for a financial year (April to April).

Little Hayes Whole School

May 2025	39 out of 110 (35%) children are in receipt of EY Pupil Premium funding
October 2025	43 out of 88 (49 %) children are in receipt of EY Pupil Premium funding

2025-26 3-4's OAK - Initial assessments and monitoring

43 in cohort - 29 EYPP/15 EAL/13 SEND (7 FUNDED & 5 NON-FUNDED) 1 CIC

After the initial settling in and transition period we complete summative assessments for end Term 1. This enables us to monitor children's progress from their starting points, measured using our LH&SW Summative Assessment Tool and Wellcomm Screening.
The LH&SW Assessment Tool monitors the children's progress related to ARE (Age Related Expectations) across all curriculum areas.
The Wellcomm Assessment Tool specifically monitors CL (Communication and Language) progress.
These assessments alongside the detailed knowledge of each child through Keyperson relationships with children and families, informs the strategies we identify to support our EYPP who may experience socio-economic disadvantage.
This support is extended to consider wider inclusion groups, that may be adversely affected and experience disadvantage. These wider groups include for example; SEND, families with social care support, Children in Care, EAL, refugee new arrivals or families with a history of ACES's.

Intent - Rationale for interventions

The EEF guide for EYPP has informed our thinking in developing the rationale and strategies for use of EYPP funding and for monitoring impact.
https://educationendowmentfoundation.org.uk/early-years/pupil-premium

EEF research evidence for Communication and Language is used to inform our teaching priorities and strategies for Communication and Language development.
https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language

Bristol Early Years – EYPP Padlet and core documents developed and distributed by the LA.
https://padlet.com/bristolearlyyears/early-years-pupil-premium-eypp-69bz1bftae0qcpuq

Using this research and guidance, alongside our analysis of successful strategies employed in 24-25 and in response to our knowledge about our current cohort, EYPP funding is used to support these core intentions -

C&L

- Joint attention and listening skills (social communication skills)
- Language comprehension (vocabulary)
- Phonological awareness (Ready to read)

PSE

- Group participation - Learning to learn in a group (social communication)

Implementation

EYPP funding is used to provide-

- Additional teacher hours (DS) to plan, model and implement C&L focused learning at group and explore times and to monitor and moderate screening.
- Additional teacher time (DS) to provide CPD to staff team re phonological awareness teaching at group times and explore time
- Additional EYP hours to implement targeted support informed by Wellcomm screening targets
- Engagement of specialist EY music teacher for additional group music sessions
- Additional support to overcome barriers to engagement with family/carers including story, music and library sessions.
- Additional development of home school learning partnership through Class Dojo, sharing termly learning priorities in Prime Areas, C&L, PSE and Health. Recording and sourcing opportunities for home learning consolidation e.g. Story Map, Shape of the week, Oral Health signposting, Learning skills
- Additional resources to support engagement at group times and for interventions e.g attention autism, Wellcomm enhancements.

SEND - Where children in receipt of pupil premium funding have identified additional needs, their individual support plans inform the most appropriate teaching priorities.

Pedagogy - HOW this is implemented

Children identified below ARE in C&L by Wellcomm Screening

- Whole Class Language Targets identified to ensure all children stay within the ARE for CL. This is implemented throughout the day.
- Wellcomm (language comprehension) and Letters and Sounds (phonological awareness) planning ensures there is a weekly language and phonological awareness focus (e.g rhyming) shared with all practitioners.
- Children are given opportunities to consolidate learning through continuous provision and enhancement planning. Increased staff ratios are utilised to ensure supporting adults are available to support identified children who have individual language and PSE targets.
- Children have individual targets if they are just below ARE so can make accelerated progress or they are significantly below and need long term consistent support to maintain good progress to enable access to the wider curriculum. These children are given extra 1:1 or small group adult support times, woven throughout the day, to support their gaps in language acquisition. This may take the form of playing alongside, following a child-initiated play where opportunities are taken for the adult to scaffold the language structures 'in the moment' or it may be a planned enhancement that provokes practice of language structures the child or identified group of children need to practice.

Children Identified below ARE CL/PSE through SW&LH Assessment Tool

- Interventions are identified for individual or groups of children to ensure that they are accessing the curriculum appropriately to their needs and to ensure good progress from the starting points. Examples of interventions include, intensive interaction time, attention autism (bucket time) to support join attention and listening skills. Allocated taking turns experiences supported by an adult to support social communication skills.
- Responsive enhancement planning (informed by our team learning conversations) to support PSE and social communication interactions.
- LH and SW share support and professional development from an EY specialist music teacher and this has had a very positive impact on the children' confidence and enhanced their experience of group participation that has impacted positively on whole and small group learning times.

SEND

- Early identification of children who need special provision and differentiated approaches to access the curriculum and make intended progress from their starting points
- Individual support plans for children identified as SEND FUNDED or NON-FUNDED
- Targeted and timely support by enhanced adult ratio to ensure support and progress for every child in consideration for their individual targets.
- Ladybird nurture space SW and Acorns room LH are providing an appropriate environment and individualised support for some of our FUNDED SEND children who need specialised consideration and are an asset as they can also be accessed by our wider inclusion groups that may benefit.

Impact – Wellcomm - Current analysis of cohort 25-26

We assess children with the Wellcomm Screening Tool at three summative points throughout the year to ensure that all children maintain expected and good progress from their starting points and to identify groups for additional support to accelerate progress. The screening informs our termly curriculum priorities and pedagogical approach further informed by EYP's formative knowledge of children's unique strengths and interests.

We track every child's progress and attainment. However, to gain a useful picture of impact this data shows the progress for all pupils that were enrolled in September and completed the academic year. It does not include movers from 2-3's or mid-year joiners or leavers. SEND Funded children are assessed using DEYO's and are not included in the Wellcomm screening monitoring. This enables us to draw clearer conclusions about how implementation strategies have impacted on progress. End of year - July T6 data will include deeper analysis of groups along with the LH&SW Summative Assessment Tool e.g. gender, age, additional needs, EAL.

Attainment

OAK - 2025-26 (September Starters) Non-Funded SEND included Number of pupils included in data - 43			
	AT ARE	BELOW ARE	% ABOVE
December T1	28	15 5 JUST BELOW	65
March T3	33	10 2 JUST BELOW	78
June T5	34	9 2 JUST BELOW	79
OAK EYPP – Number of pupils 21 (excluding EYPP FUNDED SEND Movers/Leavers/Joiners)			
December T1	15	7 1 JUST BELOW	71
March T3	16	6 1 JUST BELOW	76
June T5	16	6 3 JUST BELOW	76

This shows the 2025-26 cohort baseline attainment was 65% at ARE for CL in T1 and end of year attainment was 79% at ARE. EYPP baseline attainment was 71% at ARE, end of year attainment was 76%.

In comparison, 2024-25 cohort baseline attainment was 42% at ARE for CL in T1 and end of year attainment was 76% at ARE. EYPP baseline attainment was 50% at ARE, end of year attainment was 81%.

Progress

The Wellcomm assessment bands are in 5-month increments. Progress from one band to the next represents between 3-5 months of progress depending on children's starting points within the band, e.g red or amber. In the case of children who have not reached ARE by end of year, it is useful to look at the progress made from their starting points to ascertain if they made below, expected or accelerated progress overall.

2025-26 - T5 Pupils below ARE – 9 (6 EYPP)

2025-26 Cohort Wellcomm Band Progress Data			
	Expected/Good 2+	Accelerated 3 +	Below 1
No. of pupils	2	5	2
	22%	56%	22%
Considerations	1 EAL Non-verbal 1 EYPP/40% Attendance	EAL – ABSENT T5 EAL – PSE/Non-responsive EYPP/SALT Articulation 2 EYPP	1 EYPP Non-Funded SEN with SALT referrals 1 Non-Funded SEN Non-Verbal EAL

This shows 7 children/78% who remained below ARE by the End of T5 made good to accelerated progress from their starting points. Those that made below expected progress, 2 children/22% have identified additional needs and SALT referrals.

It is important to note that all children made progress from their starting points, and they achieved this although they may experience socio-economic disadvantage/EYPP and may also have EAL, SEN, poor attendance or SALT referral. All were identified for support and interventions throughout the year which ensured the best possible progress from their starting points.

This supports that the EYPP strategies implemented have had a positive impact on attainment and progress outcomes. Furthermore, careful monitoring and responsive planning through the assessment cycle has worked well to maintain the expected progress of those children who arrived at ARE and has ensured that each child has been well supported to keep up with curriculum progression.

It should also be considered that this is not the final picture for this year's attainment as there are still 7 weeks left in Term 6 for children to progress towards their individual targets. Discussion with the staff team about what approaches they think have been most successful and some final assessments at the very end of the year, will complete the picture and then we can look more closely for patterns and groups that can inform and strengthen our practice moving forward.