Early Years Pupil Premium Strategy

Updated November 2026

The purpose of Early Years Pupil Premium (EYPP) is to improve educational outcomes for children from lower-income families.

Department of Education notes that

"Early years settings should ensure EYPP funding is used to improve educational outcomes for disadvantaged children by spending on activities, staff training and resources that specifically impact educational outcomes for disadvantaged children. They should plan EYPP spending based on consideration of well-evidenced approaches such as professional development for staff, which may benefit all children while providing the greatest benefit to disadvantaged children."

From April 2026 the schools will receive £655 per year for each eligible child who attends for three terms.

Eligibility

Children are eligible for pupil premium if the family receives:

- Universal Credit with an annual income of less than £7,400
- Income Support
- Employment and Support Allowance (Income Related) – not Contribution related
- Income-based Job Seekers Allowance – not Contribution based
- Guaranteed Element of State Pension Credit
- Support under Part VI of the Immigration and Asylum Act 1999
- Child Tax Credit, providing you do not also receive Working Tax Credit, with an annual taxable income (as assessed by HMRC) of less than £16,190
- children that have been adopted, or who have left care through special guardianship or child arrangement orders
- children who are Looked After by Bristol City council

Children from nine months old until they start reception class can be eligible for EYPP.

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).

Rationale

Our ambition is to positively engage all children in early education and have a successful start to their school journey. We recognise that some children, including those in receipt of EEYP face barriers to their learning and well being and will need an enhanced level of provision and support.

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

We have utilised core documents and data to gain a city wide and national perceptive Bristol Early Years – EYPP Padlet https://padlet.com/bristolearlyyears/early-years-pupil-premium-eypp-69bz1bftae0qcpuq

We have used this guidance alongside the information from the analysis of our school pupil progress assessment data, local and national educational priorities to identify the following areas for enhanced support at nursery.

Communication & Language

- Joint attention and listening skills
- Language comprehension (enriching vocabulary)
- Phonological awareness (noticing, matching and manipulating sounds-getting ready to read)

Personal, Social, Emotional Development

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

Implementation

EYPP funding contributes towards providing

- Additional teacher hours (DS) to plan, model and implement C&L focused learning at group and explore times and to monitor and moderate Wellcomm language screening.
- Additional teacher hours (DS) to provide CPD to staff team in phonological awareness teaching at group times and explore time
- Additional Early Years Practitioner hours to implement targeted support informed by Wellcomm screening targets
- Engagement of specialist Early Years music teacher for additional group music sessions and engagement of artist / storyteller for targeted classroom 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 (LA and NH)
- Additional resources to support engagement at group times and for interventions e.g attention autism, Wellcomm enhancements.

Monitoring

- Admission processes collect EYPP eligibility data and key group 'wider inclusion group' information lists are shared with key people
- Engagement with settling in programme and attendance monitored by room leaders and DSL team. Review of actions and impact held termly.
- Regularity and fidelity of implementation of planned provision is monitored as part of termly evaluation of teaching and curriculum in teachers and leaders meeting.
- Explicit analysis of assessment data for children eligible for EYPP and wider inclusion groups as part of teaching and learning monitoring cycle. This includes the accumulative effect of facing several different barriers to learning. (intersectionality)
- Annual EYPP and wider inclusion group provision report made to Governors.

Early Years Pupil Premium Strategy

Updated November 2026

Practice and provision-HOW this is implemented

Our transition programme into nursery is carefully planned with particular care taken to ensure it is accessible for ALL families. We monitor engagement, attendance and impact with reference to the identified groups. Additional tailored support is offered to promote positive engagement when barriers are experienced.

Following the initial settling in and transition period we complete summative assessments for end of 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 language screening specifically monitors CL (Communication and Language) progress.

Progress reviews are celebrated with families with consideration to accessibility. Next steps in learning are shared with ideas for home learning and/or invitation to engage with family nursery experiences.
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.

(Full assessment cycle is detailed in assessment policy and practice guidance.)

Provision for children eligible for EYPP identified as working at or above age related expectations during assessment.

- Access to additional resources to support participation and engagement with nursery activities
- Supported engagement with financially subsidised community events and home learning opportunities.

For children identified below age related expectations this is available alongside further targeted additional provision as documented below.

Provision for children identified below age related expectations (ARE) in Communication & Language by Wellcomm screening

- Whole Class Language Targets identified to ensure all children stay within the ARE for C&L. This is implemented throughout the day as documented in the daily routine.
- 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 just below ARE have short term individual targets to promote accelerated progress that are implemented during explore time and targeted language interactions at key group times.
- Children who are significantly below ARE and need long term consistent support to maintain good progress and to enable access to the wider curriculum are allocated individual or very small groups for enhanced provision. These are 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.

Provision for children identified below age related expectations (ARE) in Communication & Language (social communication) and/ or Personal, Social and Emotional (PSE) development by 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.
- Enhanced individual and smaller group experiences facilitated by EY specialist music teacher and artist story teller to promote confidence and participation in group learning times.

Where children in receipt of pupil premium funding also have identified additional needs and/or SEND their individual support plans will inform the most appropriate teaching strategies and priorities for use of their EYPP funding.

Early Years Pupil Premium Strategy

EYPP funding received

Little Hayes Nursery School	
Financial year April-March	2025- 2026
Number of 2–3-year-old children eligible for EYPP	15
Number of 3-4 year old children eligible for EYPP	38
Total number of children eligible for EYPP	53
EYPP funding per child	£570
Total funding received	£26,874
Financial year April-March	2026-2027
Number of 2–3-year-old children eligible for EYPP	13 (projected)
Number of 3-4 year-old children eligible for EYPP	20 (projected)
Total number of children eligible for EYPP	33 (projected)
EYPP funding per child	£655
Total funding received	£25,448 (projected)

Speedwell Nursery School	
Financial year April-March	2025-2026
Number of 2–3-year-old children eligible for EYPP	8
Number of 3-4 year-old children eligible for EYPP	16
Total number of children eligible for EYPP	24
EYPP funding per child	£570
Total funding received	£15,411
Financial year April-March	2026-2027
Number of 2–3-year-old children eligible for EYPP	10 (projected)
Number of 3-4 year-old children eligible for EYPP	10 (projected)
Total number of children eligible for EYPP	20 (projected)
EYPP funding per child	£655
Total funding received	£13,851 (projected)