# Early Years Pupil Premium Strategy Statement

This statement explains how Chester-le-Street CE Primary School Nursery uses Early Years Pupil Premium (EYPP) funding to improve outcomes and enhance the educational experiences of disadvantaged children.

It sets out our EYPP strategy for the 2026–2027 academic year, including how we intend to use the funding, the challenges we aim to address and how we will evaluate its impact.

## School overview

| Detail | Data |
|---|---|
| School name | Chester-le-Street CE Primary School |
| Number of children in nursery | Autumn 2026: 47 children in total<br>13 Doves, 19 Rainbows and 15 Preschool (actual)<br><br>Spring 2027: 50 children in total<br>13 Doves, 14 Rainbows and 23 Preschool (actual)<br><br>Summer 2027: 54 children in total<br>13 Doves, 15 Rainbows and 26 Preschool (estimate) |
| Proportion (%) of children eligible for early years pupil premium | Autumn 2026: 23% (11 children) – actual<br>Spring 2027: 24% (12 children) – estimate<br>Summer 2027: 26% (14 children) – estimate |
| Academic year/years that our current early years pupil premium strategy plan covers | 2026-2027 |
| Date this statement was published | November 2026 |
| Date on which it will be reviewed | September 2027 |
| Statement authorised by | Rachel Butler - Headteacher |
| Early years pupil premium lead | Deputy Headteacher – Jill McKay |
| Governor lead | Rachel Orr |

## Funding overview

| Detail | Amount |
|---|---|
| Early Years Pupil Premium funding allocation for this academic year<br><br>The allocation is calculated using the number and age of eligible children and the relevant funded weeks:<br><br>Autumn 2026 (14 weeks)<br>11 children (actual): 2 one-year-olds, 5 two-year-olds and 4 three-year-olds, at £17.25 per week.<br><br>Spring 2027 (11 weeks)<br>12 children (estimate): 2 one-year-olds, 5 two-year-olds and 5 three-year-olds, at £17.25 per week.<br><br>Summer 2027 (13 weeks)<br>14 children (estimate): 2 one-year-olds, 5 two-year-olds and 7 three-year-olds, at £17.25 per week. | £2,733.50 (actual)<br><br>£2,343.00 (estimate)<br><br>£3,139.50 (estimate) |
| Early Years Pupil Premium Uplift | £2285.00 |
| Early Years pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0.00 |
| **Total budget for this academic year**<br>Total Amount EYPP Funding (based on actuals for Autumn and estimates for Spring and Summer) | **£10,501** |

# Part A: Early Years pupil premium strategy plan

## Statement of intent

At Chester-le-Street CE Primary School Nursery, we are committed to ensuring that every child, including those from disadvantaged backgrounds, has the opportunity to thrive and achieve their potential. Our teacher-led provision, skilled Early Years practitioners and nurturing environment provide strong foundations for children's learning, development and well-being.

Our EYPP strategy is designed to identify and reduce barriers to learning, address differences in children's starting points and improve outcomes for eligible children. We place particular emphasis on the three prime areas of the Early Years Foundation Stage: Communication and Language, Personal, Social and Emotional Development (PSED), and Physical Development.

High-quality adult–child interactions, carefully planned experiences and targeted support will help children to develop communication and language, confidence, independence, emotional regulation and positive relationships. We recognise that communication and language underpin learning across all areas of the curriculum and enable children to express their needs, share ideas and engage with others.

We will work in partnership with parents and carers to strengthen home learning, support positive attendance and ensure that children experience consistent, nurturing support between home and nursery.

Through this strategy, we aim for disadvantaged children to make sustained progress from their individual starting points. We will identify needs early, monitor progress and adapt provision so that children develop the skills, confidence and resilience needed for the next stage of their education. Regular monitoring and evaluation will ensure that EYPP funding is used purposefully and has a positive impact on children's experiences and outcomes.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | Delays in speech, language and communication, including limited vocabulary, listening, attention and interaction skills. |
| 2 | Low confidence, difficulties with emotional regulation and developing resilience, which can affect children's well-being, relationships and engagement in learning. |
| 3 | Limited access to language-rich and early literacy experiences, including sharing and discussing books, listening to stories, singing songs and joining in with rhymes. |
| 4 | Lower or inconsistent attendance, which can reduce children's access to learning, relationships and familiar nursery routines. |
| 5 | Some children require additional opportunities to develop gross motor skills, including balance, coordination, core strength, posture, spatial awareness and confidence in movement. These foundations support physical wellbeing, participation and later fine motor and mark-making development. |

## 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 |
|---|---|
| Children experience consistently high-quality, responsive and language-rich interactions throughout the nursery. | • Observations show sustained shared attention, back-and-forth interaction and responsive adult engagement.<br>• Adults consistently model, extend and repeat vocabulary during everyday routines and play.<br>• Children increasingly understand and use a wider range of words and phrases.<br>• Children begin to initiate interactions, contribute to conversations, retell simple events and engage in cooperative play. |
| Children develop the confidence and communication skills to interact with familiar adults and, when developmentally ready, to engage with other children during play. | • Children increasingly notice and respond to communication from familiar adults through eye contact, gesture, facial expression, vocalisation or words, as appropriate to their stage of development.<br>• Children demonstrate growing awareness of turn-taking and begin to initiate or respond to simple interactions.<br>• Observations show increasing participation in shared play and positive interactions with peers. |
| Children's additional communication needs are identified promptly and met through appropriate support, monitoring and referral where necessary. | • Screening and follow-up assessments are completed and reviewed at appropriate intervals.<br>• Individual communication plans and key-person approaches are in place where required.<br>• Short, focused opportunities to practise and develop communication skills are embedded in daily provision.<br>• Children's progress is reviewed and support is adapted in response to their needs. |
| Children develop emotional understanding, confidence and strategies to manage feelings, behaviour and changes in routine. | • Children increasingly recognise and communicate a range of feelings, using words, gestures or visual supports as appropriate.<br>• Adults use consistent co-regulation approaches to help children manage strong feelings.<br>• Children show increasing confidence when managing transitions, following familiar routines and responding to adult guidance.<br>• Observations show growing independence, resilience and positive interactions, including supported resolution of conflict during play. |
| Partnerships with families are strengthened so that children benefit from improved attendance, positive transitions and consistent support between home and nursery. | • Attendance and punctuality are monitored regularly and patterns are followed up sensitively with families.<br>• Staff build trusting, non-judgemental relationships with families and work together to understand any barriers to attendance.<br>• Individual settling-in and transition arrangements are used where needed, including familiar key-person greetings and predictable routines.<br>• Families are offered practical support, advice or signposting where appropriate, and individual attendance plans are reviewed regularly while recognising children's health needs. |

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| Children requiring additional support develop gross motor confidence, balance, coordination and postural control through purposeful, age-appropriate movement and outdoor experiences. | • Baseline observations identify individual strengths and barriers in gross motor development.<br>• Children show progress in balance, coordination, core stability and participation in movement activities relative to their starting points.<br>• Practitioners record and review engagement and progress at least termly, adapting activities where needed. |

## 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)

Staff development and professional learning delivered in-house and through the use of VREP programme.

Budgeted cost: Staff CPD and leadership time (£4000 additional EYPP expenditure)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Provide staff development through VREP (video enhanced reflective practice)programme with a focus on understanding children's communication, interaction and developmental needs. Use additional training sessions and coaching to agree consistent approaches across Doves, Rainbows and Preschool. | .**EEF Pillar 1 (Develop Quality Practice):** Professional development and shared training support practitioners to recognise developmental needs and embed consistent, evidence-informed approaches across provision. | 1, 2 |
| Early Years Lead / SENDCO to strengthen the quality of adult–child interactions through consistent use of sustained shared thinking, modelling and extending language, commenting on children's play, allowing processing time and using open-ended prompts appropriate to each child's stage of development. | **EEF Pillar 1 (Develop Quality Practice):** High-quality, responsive adult–child interactions provide frequent opportunities for children to hear, practise, and use language in meaningful contexts. Ongoing observation and reflective practice evaluate the quality and impact of interactions. | 1, 2, 3 |
| Early Years Lead to establish consistent language- and literacy-rich routines across all rooms, including daily story sharing, repeated and interactive books, songs, rhymes, small-world play and purposeful opportunities to introduce and revisit vocabulary. | **EEF Pillar 1 (Develop Quality Practice):** Language-rich environments and frequent, enjoyable opportunities to hear and use language help children build vocabulary, listening, attention, and early literacy behaviors. Planning, environment audits, and observations monitor consistency and engagement. | 1, 3 |
| Embed learning from the Great North Early Years Stronger Practice Hub fully funded PSED CPD Programme (17.5 hours, combining self-study and 2facilitated webinars). Practitioners will apply shared approaches to emotional co-regulation, emotional literacy, secure relationships, resilience and | **EEF Pillar 1 – Develop Quality Practice**. Structured professional learning supports consistent, responsive interactions. Early Years Lead will review staff practice through observations and coaching; key-person records will track eligible children's emotional expression, engagement, transitions and peer relationships against their starting points. | 2 |

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|---|---|---|
| understanding behaviour as communication across Doves, Rainbows and Preschool. | | |
| Apply learning from the Music & Movement webinar series with Helen Battelley, including Session 1: Baby Music and Sensory Play. Embed age-appropriate songs, sensory music experiences, action rhymes, rhythm games and movement opportunities in daily provision; adapt for children's ages and developmental needs. | **EEF Pillar 1 – Develop Quality Practice**. Purposeful music and movement experiences provide opportunities to practise listening, shared attention, communication, coordination and body awareness. Monitor participation and progress in gross motor skills through baseline and half-termly observations; review implementation through learning walks. | 1, 2, 5 |
| Use learning from Moving the Box: Transforming Early Years Outcomes Together with Jan Dubiel to review the starting points of EYPP-eligible children, identify precise barriers in the EYFS prime areas, and plan focused adaptations and targeted support. Share findings across rooms and revisit priorities at half-termly review meetings. | **EEF Pillars 1 and 3 – Develop Quality Practice**; Lead, Plan and Sustain. Evidence-informed assessment and implementation support targeted action rather than generic spending. Compare children's progress with their individual baselines, evaluate which adaptations have worked and adjust provision accordingly; review readiness for transition without treating GLD as a nursery-age assessment. | 1, 2, 3, 5 |

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

Budgeted cost: Delivered through existing staffing with extra staffing to ensure ratios during 1:1 interventions and additional provision (£4000 additional EYPP expenditure)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Deliver the WELCOMM programme to identified children following screening, using the recommended activities to target specific areas of communication and language development. Review children's progress and next steps regularly. | **EEF Pillar 2 (Tailor Personalised Support):** Structured screening and targeted small-group/1:1 communication interventions address specific language gaps identified through assessment. Screening information, intervention records, and review assessments monitor progress and adapt support. | 1 |
| Provide short, focused adult-led or small-group communication sessions for children who need additional opportunities to develop attention, listening, understanding, vocabulary and interaction. Link activities to children's interests and reinforce the same language and strategies during everyday play. | **EEF Pillar 2 (Tailor Personalised Support):** Personalised and purposeful practice in motivating contexts gives children structured opportunities to rehearse developing skills. Baseline observations, session records, and assessment inform ongoing support. | 1, 2, 3 |
| Provide individualised support for children who need help with emotional regulation, confidence and social interaction. Use familiar adults, visual prompts, simple language, predictable routines, emotion words and supported turn-taking or shared-play activities. | **EEF Pillar 2 (Tailor Personalised Support):** Supporting self-regulation, confidence, and social-emotional well-being establishes key foundational prerequisites for effective learning. Key-person observations and engagement records inform reviews. | 2 |

| | | |
|---|---|---|
| Purchase and introduce age-appropriate Kinetic Letters programme materials and provide staff familiarisation. Use suitable movement, posture and core-strength activities with identified children, adapting the approach for younger nursery ages rather than introducing formal handwriting prematurely. | **EEF Pillar 2 (Tailor Personalised Support):** Targeted, repeated practice should respond to observed physical-development needs. Record baseline movement and postural observations, participation and progress; review suitability by age and stage. | 5 |
| Purchase selected Nature UK outdoor-learning resources matched to identified needs and use them in planned exploration, climbing, balancing, movement and collaborative play, subject to the specific resources selected and risk assessment. | **EEF Pillars 1 and 2:** Purposeful resources and adult-supported outdoor play can broaden opportunities for movement, language and social interaction. Evidence of impact will come from planned use, observations and progress against individual starting points, not the purchase alone. | 1, 2, 5 |

## Wider strategies (for example, related to encouraging good attendance in preparation for statutory schooling, behaviour, wellbeing)

Budgeted cost: delivered through existing staffing + deputy headteachers / admin staff (£2000 additional EYPP expenditure)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Build positive, trusting partnerships with families through regular communication, informal conversations and individual meetings where appropriate. Work with families to understand barriers to attendance and agree realistic, supportive next steps. | **EEF Pillar 3 (Lead, Plan and Sustain):** Building collaborative, non-judgemental relationships with parents strengthens home–nursery links and supports consistent, overall engagement. Attendance information, contact records, and review meetings monitor patterns and evaluate agreed actions. | 4 |
| Promote positive attendance and punctuality by monitoring attendance regularly, following up unexplained or recurring absence sensitively and celebrating improvements. Where concerns arise, work with families and relevant staff to identify barriers and consider support or signposting. | **EEF Pillar 3 (Lead, Plan and Sustain):** Regular monitoring enables emerging attendance issues to be addressed early through supportive, proactive planning. Attendance records and notes of agreed actions are reviewed regularly. | 4 |
| Strengthen transitions and children's sense of belonging through consistent key-person relationships, familiar greetings, visual or object cues, predictable routines and individual settling-in arrangements where needed. | **EEF Pillar 3 (Lead, Plan and Sustain):** Establishing secure key-person relationships and predictable routines supports well-being, confidence, and long-term readiness to learn. Key-person observations and family feedback evaluate settling and transitions. | 2, 4 |
| Extend learning opportunities between home and nursery by sharing simple ideas for stories, songs, rhymes and play-based language activities that families can enjoy together, taking account of families' circumstances and preferences. | **EEF Pillar 3 (Lead, Plan and Sustain):** Engaging families with practical home-learning suggestions enhances opportunities for children to experience language-rich environments outside nursery. Staff monitor engagement and use feedback to tailor suggestions. | 1, 3 |

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|---|---|---|
| Share simple, accessible music-and-movement and outdoor-play ideas with families, including songs, balancing games and movement activities that can be undertaken without specialist equipment. | **EEF Pillar 3 (Lead, Plan and Sustain)**: Practical, low-cost home learning ideas can strengthen continuity between nursery and home. Gather family feedback and review engagement without assuming all families have the same space or resources. | 2, 5 |

# Part B: Review of outcomes in the previous academic year

## Early years pupil premium strategy outcomes

Not applicable within this statement. This document sets out the 2026–2027 strategy; outcomes will be evaluated through the monitoring and review arrangements in Part C.

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

| **Activity** | **Autumn 2026 Evaluation** | **Date** |
|---|---|---|
| *Teaching Priorities* | • | FGB Autumn meeting 2026 |
| *Targeted Academic Support* | | |
| *Wider Strategies* | | |
| **Activity** | Spring 2027 Evaluation | **Date** |
| *Teaching Priorities* | | FGB Spring meeting 2027 |
| *Targeted Academic Support* | | |
| *Wider Strategies* | | |
| **Activity** | Summer 2027 Evaluation | **Date** |
| *Teaching Priorities* | | FGB Summer meeting 2027 |
| *Targeted Academic Support* | | |
| *Wider Strategies* | | |