

Early Years Pupil premium strategy statement

ROSEMARY LANE NURSERY SCHOOL

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	Rosemary Lane Nursery School
Number of children in nursery	77 in total (AUTUMN)
	100 in total (SPRING) 38 children are 2 years old 62 children are 3-4 years old
	94 in total (SUMMER) 33 children are 2 years old 61 children are 3-4 years old
Proportion (%) of children eligible for early years pupil premium	10% of 2year old children (AUTUMN 3) 17% of 3-4 year old children (AUTUMN 8)
	39% of 2year old children (SPRING 15) 19% of 3-4 year old children (SPRING 12)
	33% of 2year old children (SUMMER 11) 14% of 3-4 year old children (SUMMER 14)
Academic year/years that our current early years pupil premium strategy plan covers	2025-2026
Date this statement was published	October 2025, February 2026, June 2026
Date on which it will be reviewed	February 2026, May 2026, October 2026
Statement authorised by	Chair of Finance Premises and Personnel committee
Early years pupil premium lead	Head Teacher – Jill Jones
Governor lead	Katharine Curry

Funding overview

Detail	Amount
Early years pupil premium funding allocation this academic year OR termly	Yearly total = £6204.00 AUTUMN (Based upon 11 EYPP children in Autumn, an estimated 16 EYPP children in Spring and an estimated 21 EYPP children in Summer)
	Yearly total = £10 993 SPRING (Based upon 11 EYPP children in Autumn, 27 EYPP children in Spring and an estimated 35 EYPP children in Summer)
	Yearly total = £10 993 SPRING (Based upon 11 EYPP children in Autumn, 25 EYPP children in Spring and an estimated 29 EYPP children in Summer)
Early Years pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	<p>Autumn 2025 11children (actual) (£388/3terms) x 11chn = £1422.00</p> <p>Spring 2026 Autumn 2025 = £1422.00 Additional 14 Spring children (£388/3) x 14chn = £1810.00 11+15 children in total: £3232.00</p> <p>Summer 2026 Autumn 2025 = (£570/3)x11=£2090 Spring 2026 = (£570/3)x14=£2660 Additional 4 Summer children (estimate) (£570/3)x4 = £460 11+14+4 children in total = £5210.00</p> <p>Yearly total = £ 9864.00</p>

Part A: Early Years pupil premium strategy plan

Statement of intent

Our ultimate objective for disadvantaged pupils at Rosemary Lane Nursery School is to make rapid progress in the PRIME areas of the Early Years Foundation Stage and develop the skills to become lifelong learners who have the ambition and drive to succeed.

Our EYPP strategy supports our children in nursery to extend their play and learning into the family home. It supports our children to access high quality resources in the home, sharing these with their families. Our strategy helps to teach parents and carers how to engage and develop their child's play and learning. It develops families access to high quality books and play resources to be able to have good interactions around at home with their children. We recognise parents and carers are a child's first educator and that children spend most of their time at home with their parents and carers. Therefore, supporting families understanding of how to develop their children's learning will have a sustained impact.

The key principle of our strategy is working with families to develop their skills in understanding how to support their child with play and learn from their activity pack.

In addition, we recognise how important communication and language development is in supporting children to access the nursery curriculum and engage with adults and peers at nursery and within their home environment. Without these skills children are unable to flourish and take ownership of their learning. Children need to be regulated and able to manage their big feelings to be able to access the learning environment independently and make lasting relationships. We need to give our children the skills to be able to communicate their feelings and begin to understand how they can take ownerships in managing these feelings. This will develop their self-esteem, well-being and involvement in nursery as well as help them to make relationships with adults and peers.

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. They have not always been engaged in quality two-way interactions with familiar adults and care givers.

2	Children do not have access to a wide range of high-quality play opportunities in the home to promote early learning skills, behaviours and attitudes. Children are often given access to technology as a replacement for play experiences and interactions with adults.
3	Our disadvantaged children have not had access to rich language and literacy opportunities, where they can develop the basic skills in handling, talking about, listening to and reading developmentally appropriate books.
4	Children's self-regulation skills have not been well supported and understood in the home environment. Children enter nursery with few self-regulation skills.

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
For children to have improved two-way communication skills to be able to engage with an adult and in time engage with their peers, at the appropriate stage of social play.	<p>Children will respond to an adult who is engaging with them by looking.</p> <p>Children will recognise the adult has made some form of communication and they will receive this and start to process it.</p> <p>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.</p> <p>Children will develop new neural pathways to strengthen their communication by responding back to adults – development of serve and return.</p> <p>Adults will use “Communication Friendly Setting” principles in the home and in school that supports children’s speech language and communication development over time.</p> <p>EYPP children working within curriculum goals for the PRIME area of communication and language</p>
Children will participate in high quality home learning activities with parents and carers. Home learning will offer opportunities for 3-4year old children to explore all areas of the EYFS curriculum through short developmentally appropriate activities.	<p>Children will be excited to select an activity to share at home. Children will revisit their favourite activities by selecting the same pack a number of times. This will give them time to further develop their skills in this interest e.g. baking, crafts, imaginative play etc.</p> <p>Children will talk about the activity pack with their key person and share language about this experience from the family home. (Evidence to support this to be shared on Seesaw).</p> <p>Parents will develop an understanding of how to engage with this child in positive learning experiences. Parents will share this with nursery staff both verbally and on Seesaw.</p> <p>Parents will engage in quality play, providing children with time and attention with quality developmentally appropriate resources.</p>

	<p>Parents will understand the impact of technology and how quality adult interactions impact upon their child's development.</p>
<p>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 familiar stories and information books sharing these at nursery and in the family home.</p>	<p>Children will share core stories with adults in nursery. Core stories will then be available for families to share at home.</p> <p>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...</p> <p>The guide will be visual to help all parents.</p>
<p>Children will be able to respond to co-regulation with adults and begin to initiate some aspects of self-regulation.</p>	<p>Children will respond to adults' co-regulation techniques from the whole school policies. demonstrate improved self-esteem and wellbeing.</p> <p>Children will begin to recognise their big feelings using visuals and language promoted in school at the appropriate stage in the policy.</p> <p>Children will co-regulate through taught techniques and when developmentally appropriate start to use techniques independently. Children will be able to recognise and respond to their big feelings either guided by adults or independently.</p> <p>Strategies and information to support families will be shared via Seesaw and through stay and play visits into school in Willow and Maple room.</p>

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)

Budgeted cost: SLT time and additional staff cost £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Share communication friendly setting approach with parents through a workshop and follow up materials provided to parents, to develop parents' awareness of quality interactions.	EEF evidence link https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches https://educationendowmentfoundation.org.uk/early-years/toolkit/parental-engagement	1,3
Deliver and embed LA ready steady go training on high-quality two-way interactions to support with development of children's communication and thinking skills.	https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-2-the-3-prime-areas-of-learning Oxfordshire project on adult-child interactions identified the best context to develop high-quality two-way interactions.	1, 3

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

Budgeted cost: £150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Visiting readers – to develop a love of reading and demonstrate different storytelling and reading techniques we will inviting a range of different visitors into nursery to read to the children. Sharing different cultures, genders and	https://educationendowmentfoundation.org.uk/news/eef-blog-the-power-of-story-in-the-early-years Inviting visitors into school to read with children enriches the experience of reading. Having visitors of different ages, genders and ethnicity will offer children a range of experiences and role models to look up to.	3, 1

raising children's awareness of diversity.		
Stay and Play visits for parents to join in with play in the Maple and Willow rooms.	https://educationendowmentfoundation.org.uk/early-years/toolkit/play-based-learning Stay and play visits into nursery planned and parents invited to attend. Practitioners model interactions throughout the visit to scaffold parents as appropriate. Practitioners share information on coregulation in Willow room – parent information to take home. Practitioners share information on two-way interactions following up ready steady go training through Maple room stay and play – parent information to take home.	1, 2, 3, 4
High quality CFS and coregulation trained staff employed to provide a lower adult-child ratio.	Additional staffing provides a lower child to adult ratio. This will ensure that all children receive greater attention, further extending the opportunity for high quality teaching and learning experiences. A higher proportion of adults within the environment supports opportunities for language development, through high quality interactions. It provides increased opportunities for role modelling and individual support. Increased staffing will ensure that children are effectively supported within their play, whilst promoting well-being, resilience and regulation. Children require time and space, alongside an adult who can support co-regulation. EEF evidence Link https://educationendowmentfoundation.org.uk/early-years/toolkit/self-regulation-strategies	1,3,4

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

Budgeted cost: £ *Staff costs for 2 days and book costs (£500) workshop costs*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funds will maintain our activity pack lending library service (including resources and staff costs). The library contains a range of quality activities which promote learning across the Prime and Specific	There has been much research completed, including the EPPE and EPPSE projects (see References), showing the positive impact of the home learning environment on outcomes for children. The benefits impact on the children, families and staff of the setting. Children benefit by having a wider range of experiences with a wide range of interested adults, more opportunities to consolidate or refine skills and concepts or develop their ideas further, more opportunities to explore and be	2 & 3

<p>areas of the EYFS. These packs include instructions and all the materials to complete engaging activities in the family home environment. Examples include baking packs, physical activity game packs, reading den packs etc.</p>	<p>supported by an interested adult. They are also better able to see the connections between their home life and their life in the setting.</p> <p>Parents benefit because their knowledge of how young children learn will be deepened, ideas of ways of supporting their child are integral to developing the home learning environment. Common language is built up between the families and the setting and parents feel more involved in their child's learning. Families remain more engaged and feel valued which in turn impacts on how well children do throughout their educational career. If there are subsequent children, these all benefit as well.</p> <p>EEF link below</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</p>	
<p>Building a stock of core books to add into the lending library for parents to have high quality texts that are matched to the children's ability levels and for repeated reading opportunities.</p>	<p>Early reading requires the development of a broad range of capabilities. Using a number of different approaches will be more effective than focusing on any single aspect of early reading.</p> <p>Promising approaches to develop early reading include storytelling, activities to develop letter and sound knowledge, and singing and rhyming activities to develop phonological awareness.</p> <p>Effective parental engagement is challenging but has the potential to improve children's communication, language, and literacy. Promising strategies include encouraging parents to read to children before they can read, then to begin reading with children as soon as they can; and running workshops showing parents how to read and talk about books with their children effectively.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</p>	3
<p>Screentime workshop with parents</p>	<p>There is currently little guidance for parents around suggested screentime. Parents are ill informed and do not therefore understand the impact of screentime.</p> <p>There is evidence to suggest screentime impacts upon bedtime and sleep quality. We have seen the impact of children who are unable to sustain attention at activities and are constantly flitting between activities. We have seen the impact upon children's sociability through watching inappropriate content and playing this out in school.</p> <p>What screen time really does to children's brains - BBC News</p>	2

Total budgeted cost: £ 6204.00

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 2025 to 2026 academic year.

2025–26 Evaluation
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Part C: Governance – monitoring the effectiveness of the Early Years Pupil Premium Strategy

Activity	Evaluation up to Spring committee	Committee Date
Visiting readers – development of a love of reading and sharing books	Parents of SS/FS/EV – contacted to organise visits Governor – RA visit (13/01/26)	February FPP
Activity pack lending library service - developing high quality home learning opportunities	Activity pack library system running for all Oak room children. New packs created, developmentally appropriate packs for SEND children.	February FPP
Library packs – development of a love of reading and sharing books	Library pack system running for all Maple and Willow room children. Simple reading guide added for each child. Additional core books ordered from Willow and Maple room core books for repeated reading opportunities at home.	February FPP

	Additional staff sharing reading opportunities and core stories	
Developing high quality home learning opportunities	Screen time workshop planned for parents 12 th March with LA professionals	February FPP
Children recognising and responding to coregulation for the development of self-regulation	Self-regulation presentation sent to parents. Visuals made to give out at Willow stay and play. Staff modelling coregulation strategies for parents.	February FPP
Children recognising and responding to coregulation for the development of self-regulation	Additional staff January (Supply – Caroline/Ella/Vanessa/Emmanuella) February – reduce supply and employ high quality nursery trained staff Mrs Lenton Tu/Wed Mrs Neale Thur/Fri in Maple room.	February FPP

Activity	Evaluation up to Summer committee	Committee Date
Ready steady Go training completed with staff	All teaching and support staff have completed the Ready Steady Go interactions training. This was led by the Headteacher and adapted to support the development needs of the school. The DHT completed additional training with the nursery staff linking the interactions toolkit to our focus child assessment system. The DHT presented this to staff alongside sharing expectations on observations with the staff team. Questions and answer session with staff during the final session.	May FPP
Screen time workshop completed	Workshop coincided with press coverage on expectations around Early Years children having no or little screentime. Information was sent home to parents on seesaw regarding screen time to ensure parents who did not attend the workshop still have some knowledge on appropriate screentime. LA representation to support with delivering the messages. Linked to sleep to help parents understand. Achievable targets discussed to help parents.	May FPP
Communication friendly status parent workshop and materials	Due to uptake around workshops this is being combined with stay and play visits in June and an evaluation will be shared at the FGB meeting on 30 th June.	May FPP
Children recognising and responding to coregulation for the development of self-regulation	Information shared with parents through stay and play. Scripts referred to for parents who are finding boundaries challenging in the family home.	May FPP
Activity pack lending library service - developing high	Evidence on seesaw share with governors demonstrating the impact of vocabulary flowers in the packs.	May FPP

quality home learning opportunities		
Visiting readers – development of a love of reading and sharing books	Male parent visiting weekly to read with the children in their small groups. Ad hoc visits from 2 parents to read.	May FPP
Building a stock of core books	At least two copies of all books on the policy for Willow and Maple have been purchased second hand online to add into the lending library.	May FPP
Children recognising and responding to coregulation for the development of self-regulation	Additional staff in the ratio has supported children with their ability to regulate their emotions. A visitor into school who was working with the children commented on how the children in Rosemary Lane were ready to learn. Their attention and concentration skills were superior to other nursery provision she had visited and it was delightful to be able to come in and follow her intended planning for an activity as the children were able to respond straight away. This is due to the high quality interaction that children have daily. The high expectations from the nursery staff and the progressive development of attention and listening skills is evident to external visitors.	May FPP

Activity	Summer 2025 Final Evaluation	Committee Date
Communication friendly status parent materials		

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 2024 to 2025 academic year.

2024–25 Evaluation
<ul style="list-style-type: none"> • Training completed on CFS status with Elklan – all staff fully equip with the knowledge on early interactions. Staff understanding in communication development and gaps in the communication chain improved to support with understanding children’s behaviours. Theory explained around questioning, modelling and scaffolding. Observations demonstrate an improvement in interactions and language modelling across the school to support children with development of communication skills and confidence to communicate. • Visiting readers – Black History Month reader Rani, Governors, Parent’s and Grandparent readers were very well received. All children including EYPP children enjoyed the visitors and there was a lot of excitement around new adults in schools. The children enjoyed the diversity in the range of different readers (gender, age, ethnicity etc). They were able to see a reflection of themselves and their culture. • Activity packs were successfully supplied to all 3-4 year old children. Packs refreshed and new packs added into the library system. Children choose packs with their key person to ensure all children are included. See Seesaw journals for examples and parent feedback. • New library book packs introduced for all children in the Maple and Willow room. Admin system created and books taken from donations and additional supplies from the school library books. Children choose books with their key person to ensure all children are included in the lending library. See Seesaw journals for feedback from families • Unable to complete library visits due to staff ratio constraints, lack of volunteers and library timetables

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

Activity	Autumn 2024 Evaluation	Committee Date
Visiting readers	Rani visit for Black History month	Autumn FPP
Funds will maintain our activity pack lending	Sign up of new children for activity pack library. System implemented for giving out and collecting packs.	Autumn FPP

<p>library service (including resources and staff costs). The library contains a range of quality activities which promote learning across the Prime and Specific areas of the EYFS. These packs include instructions and all the materials to complete engaging activities in the family home environment. Examples include baking packs, physical activity game packs, reading den packs etc.</p>	<p>Fun pack system managed by K Curry weekly.</p> <p>New resources and packs created to add variety. Parents posting reviews on packs on Seesaw for all staff to see.</p> <p>Children selecting packs with staff to support with conversations and revisiting of skills from the nursery environment.</p>	
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Activity	Spring 2025 Evaluation	Committee Date
<p>Elklan training for CFS accreditation to support with quality interactions and development of children's communication skills.</p>	<p>HT delivered 5 weeks of Elklan accredited CFS training to nursery staff via twilights. Nursery staff completed weekly tasks to follow up on the learning and questionnaires on the training content.</p> <p>HT maintained level 4 learner log answer questions on the staff's learning and the impact of the training on the children and school.</p> <p>C Glasper from DCC completed mentor role to HT.</p>	<p>Spring FPP and LTA</p>
<p>Parents, grandparents and governors visiting to read with small groups</p>	<p>Volunteers invited to attend nursery and given small groups and a quiet space to share a story (with the support of nursery staff).</p>	<p>Spring TLA and FPP</p>
<p>Funds will maintain our activity pack lending library service (including resources and staff costs). The library contains a range of quality activities which promote learning across the Prime and Specific areas of the EYFS. These packs include instructions and all the materials to complete engaging activities in the family home environment. Examples include baking packs, physical activity game packs, reading den packs etc.</p>	<p>Fun pack system managed by K Curry weekly. Evidence on Seesaw from home showing children engaging with packs.</p>	<p>Spring FPP</p>
<p>New lending library to support with children sharing books and developing language skills in the family home.</p>	<p>New library bags purchased and supplies of book sorted through to make a collection to rotate for the Maple and Willow room.</p>	<p>FPP</p>

Activity	Summer 2025 Evaluation	Committee Date
Elklan training for CFS accreditation to support with quality interactions and development of children's communication skills.	All practical training tasks completed. Learner log completed and marked by Elklan mentor. Audit visit to complete asap with Elklan mentor and results forward to Elklan for moderation.	FPP Summer term
Funds will maintain our activity pack lending library service (including resources and staff costs). The library contains a range of quality activities which promote learning across the Prime and Specific areas of the EYFS. These packs include instructions and all the materials to complete engaging activities in the family home environment. Examples include baking packs, physical activity game packs, reading den packs etc.	Fun pack system managed by K Curry weekly. Evidence on Seesaw from home showing children engaging with packs.	FPP summer term
New lending library to support with children sharing books and developing language skills in the family home.	Library system shared with children and families. Children selecting books on a weekly basis and taking these home to share with families.	FPP summer term