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	62 in total (AUTUMN) 31 children are 2 years old 31 children are 3-4 years old
	Estimate 76 in total (SPRING) 30 children are 2 years old 46 children are 3-4 years old
	Estimate 86 in total (SUMMER) 31 children are 2 years old 55 children are 3-4 years old
Proportion (%) of children eligible for early years pupil premium	48% of 2year old children (AUTUMN 15) 52% of 3-4 year old children (AUTUMN 16)
	xx% of 2year old children (SPRING) xx% of 3-4 year old children (SPRING)
	xx% of 2year old children (SUMMER) xx% of 3-4 year old children (SUMMER)
Academic year/years that our current early years pupil premium strategy plan covers	2026-2027
Date this statement was published	October 2026
Date on which it will be reviewed	February 2027, May 2027, October 2027
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	Yearly total = £19 380.00 AUTUMN (Based upon 31 EYPP children in Autumn, an estimated 34 EYPP children in Spring and an estimated 37 EYPP children in Summer)
	£19 380.00 + Test & Learn £8 812.00 2/3s of the payment (based upon Summer 26 numbers) = £28 192.00 + 1/3 to be paid based upon Autumn numbers (estimate) £5000.00 to be paid in Spring term **£33 192.00**
Early Years pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	**Autumn 2025** 31children (£570/3terms) x 31chn = **£5890.00** **Spring 2026** Autumn 2025 = £5890.00 Additional 3 Spring children (£570/3) x 3chn = £570.00 31+3 children in total: **£6460.00** **Summer 2026** Autumn 2025 = (£570/3)x31=£5890 Spring 2026 = (£570/3)x3=£570 Additional 5 Summer children (estimate) (£570/3)x3 = £570 31+3+3 children in total = **£7030.00** **Yearly total = £ 19 380.00**
Durham LA are in a TEST and LEARN pilot for EYPP funding.	**We have received an additional £8812** (2/3 payment based upon Summer2026) + 1/3 to be paid based upon Autumn numbers (estimate) £5000.00 to be paid in Spring term

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.

At Rosemary Lane Nursery School, we recognise that children who are eligible for the Early Years Pupil Premium may face barriers that can impact on their learning, development and future outcomes. These barriers can include delays in communication and language development, limited access to high-quality literacy experiences, reduced opportunities for learning through play at home, and financial pressures that may affect children's access to healthy and nutritious meals.

Our EYPP Strategy aims to reduce these barriers through targeted, evidence-informed approaches that support children's language development, early literacy skills, home learning experiences and overall wellbeing. We are committed to providing high-quality teaching, early identification of need, effective interventions and strong partnerships with families to ensure that every child can achieve their full potential.

We recognise that good nutrition is fundamental to children's health, wellbeing and readiness to learn. As part of our commitment to supporting disadvantaged children, we will supplement the provision of Free School Meal lunches for eligible children accessing their funded entitlement. This will help to ensure that all children have access to a nutritious and balanced meal during the nursery day, promoting healthy eating habits, supporting physical development and enabling children to engage fully in learning opportunities.

Through close collaboration with families, skilled practitioners and external agencies where appropriate, we aim to ensure that children eligible for EYPP make strong progress from their starting points, develop a positive attitude towards learning and are well prepared for the next stage of their education. We will regularly monitor the impact of our provision and use evidence-informed research to guide our decision-making and ensure that funding is used effectively to improve outcomes for disadvantaged children.

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 attending nursery across a full day have a packed lunch. Our disadvantaged children do not always have access to a healthy variety of fresh foods in their lunch. They are therefore developing tastes for less healthy options.

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.	Children will be screened on entry and those who are below age related will have targeted support. These children will make progress throughout the academic year to catch up to age related communication and language skills. This will be measure through re screening using the toolkit on a termly basis.
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.	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. 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). 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. Parents will engage in quality play, providing children with time and attention with quality developmentally appropriate resources. Parents will understand the impact of technology and how quality adult interactions impact upon their child's development.
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.	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.
EYPP children eligible for Free School Meals will access nutritious lunches and healthy eating opportunities throughout their nursery experience, supporting their health, wellbeing and readiness to learn.	100% of EYPP children eligible for FSM access a nutritious lunch during funded sessions. Children demonstrate increasing awareness of healthy food choices through discussion, play and practical experiences. Children participate in food preparation, cooking and healthy eating experiences. Parents report increased confidence in providing balanced lunch options and healthy eating routines at home. Staff observations show children are confident to discuss healthy foods and make healthy choices during snack and meal times.

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: £17 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver staff training on the WellComm Speech and Language Toolkit to improve early identification of speech, language and communication needs and support targeted intervention for EYPP children. Staff will use assessment outcomes to plan interventions and monitor progress.	The EEF Early Years Toolkit identifies communication and language approaches as having a positive impact on children's learning and development. Early identification and targeted support are associated with improved language outcomes, particularly for disadvantaged children. EEF Communication and Language Approaches: https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches Best Start in Life Review: https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years	1,3
Additional skilled nursery practitioner hours to maintain enhanced adult-child interaction opportunities during play, language-rich experiences and shared story sessions.	EPPE study evidence demonstrates high-quality adult-child interactions improve outcomes for disadvantaged children. EEF Communication and Language Approaches: https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1, 3
Staff training in food hygiene, nutrition and healthy eating to ensure consistent promotion of	Research demonstrates that good nutrition during early childhood supports children's physical development, concentration, wellbeing and readiness to learn.	4

healthy lifestyles and safe food practices across the nursery and strengthen staff knowledge when supporting families.	NHS Healthier Families: https://www.nhs.uk/healthier-families/ Best Start in Life Review identifies the importance of nutrition in supporting healthy development and readiness to learn.	

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small-group WellComm interventions for identified children to develop attention, listening, understanding and expressive language skills.	Early language interventions have been shown to positively impact children's communication https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1, 3
Family workshops focusing on developing independence skills including toileting, self-care, healthy eating habits and safe sleep routines. Workshops will provide practical advice, demonstrations and resources to support consistency between home and nursery.	EEF evidence suggests parental engagement has a positive impact on children's development. Supporting families to establish routines and independence skills can improve children's wellbeing and readiness to learn. EEF Parental Engagement: https://educationendowmentfoundation.org.uk/early-years/toolkit/parental-engagement NHS Healthy Sleep Information: https://www.nhs.uk/start-for-life/baby/sleep/	2, 4
Visiting Readers programme involving parents, governors, staff and community	Shared reading experiences support vocabulary acquisition, language development and early literacy skills. https://educationendowmentfoundation.o	1, 3

members to promote language development and a love of books.	rg.uk/news/eef-blog-the-power-of-story-in-the-early-years	

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

Budgeted cost: *£ 13 000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supplement the provision of Free School Meals for eligible children by providing nutritious packed lunches and healthy food experiences, ensuring children can fully access their funded entitlement and develop healthy eating habits.	Access to nutritious food supports children's health, wellbeing and readiness to learn. Reducing the impact of financial disadvantage can help children engage more successfully in education. Child Poverty Action Group research identifies food insecurity as a barrier to learning. Best Start in Life Review recognises nutrition as a key factor in children's development and school readiness.	4
Develop children's understanding of healthy eating through food preparation activities, growing experiences and healthy snack opportunities alongside staff modelling.	Research identifies early childhood as a critical period for developing positive eating habits and attitudes towards food. NHS Healthier Families: https://www.nhs.uk/healthier-families/	4
Continue and expand the Activity Pack Lending Library, providing resources that promote communication, literacy, mathematics and physical development within the home learning environment.	The quality of the home learning environment is a significant predictor of children's outcomes and parental engagement is associated with improved learning outcomes. EEF Parental Engagement: https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement	2,3

Enhance the Nursery Lending Library with high-quality texts, story sacks and books that reflect children's interests and experiences. Provide children with book bags to promote looking after books and taking responsibility for them at home.	Access to books and regular shared reading experiences contribute positively to children's language and literacy development. Promising approaches to develop early reading include storytelling, activities to develop letter and sound knowledge, and singing and rhyming activities to develop phonological awareness. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement EEF Early Literacy: https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches	3

Total budgeted cost: £ 33 000*.00*

This strategy has been informed by:

- Education Endowment Foundation Early Years Toolkit.
- Education Endowment Foundation Communication and Language Approaches.
- Education Endowment Foundation Early Literacy Approaches.
- Education Endowment Foundation Parental Engagement.
- Best Start in Life: A Research Review for Early Years.
- NHS Healthier Families Guidance.

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
• Visiting readers – Parents, grandparents and governors visited throughout the Spring and Summer term to read to the Oak room children. There were a mix of different genders and ages of visitors. The books read were from the school policy. Children talked at home about the male visitors and were engage by seeing different figures in school. The vast majority of school leavers achieved emerging, developing or secure in listening and attention. • 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. All children eligible for EYPP were signed up to the scheme. Feedback from Seesaw was monitored to capture the impact upon EYPP families. The child in the Oak room all made excellent progress from their initial starting points and the vast majority left nursery having achieved out curriculum goals for the end of nursery. • 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. Feedback was monitored to capture the impact upon EYPP children. All children with EYPP were signed up to receive Library books. When books were missing parents were approached and in some cases new library bags were given with new books. The communication and language skills for all children, who do not have an SEN support plan or EHC, were on track across the nursery. Children made good to excellent progress in this area during their time in nursery. • Workshop on communication principles for parents and regulation policies in school supported parents with practical advice and we have found the consistency of messages have helped children to embed regulation. The recent Ofsted inspection highlighted the children's behaviour as at strong standard. • Screentime workshop provided informative content, unfortunately the attendance was poor and impact on children was therefore reduced. As new guidelines have become available these have been sent directly to parents and staff are enforcing the no mobile technology in school which has been respected by parents.

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

Activity	Evaluation up to Spring committee	Committee Date
WellComm training	Baseline 2026: • XX% of EYPP children assessed below age-related expectations through WellComm.	
Healthy eating	Baseline 2026: • XX% of eligible children require FSM supplementation. •	

Activity	Spring 2025 Evaluation	Committee Date
WellComm training	Target Spring 2027: • XX% demonstrate accelerated progress.	

Activity	Summer 2025 Evaluation	Committee Date
WellComm	Target Summer 2027: • XX% demonstrate accelerated progress.	
Healthu eating	Target July 2027:	

	• 100% of eligible children access a nutritious lunch daily.	