Early Years Pupil premium strategy statement

This statement details our nursery school's use of Early Years Pupil Premium funding to help improve the attainment of our eligible children.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview, Oct. 2025

Detail	Data
School name	Guildford Nursery School
Number of pupils in school	140-200 Sept.-July
Proportion (%) of EY pupil premium and funded two-year-old children	24%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2024-27 Year 2 of a 3-year plan
Date this statement was published	Dec. 2025
Date on which it will be reviewed	Dec. 2026
Statement authorised by	Sally Cave
Pupil premium lead	Tess Dean
Governor lead	Andrew Bagwell

Funding overview

Detail	Amount
Pupil premium funding allocation academic year Sept. 24 to July 25	£10,457
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£10,457

Part A: Pupil premium strategy plan

Statement of intent

We are committed to supporting our EYPP children and work very hard to:

- *Ensure that every eligible child is supported to make excellent progress from their starting points.*
- *Give each eligible child the strategies to consistently keep on trying hard, particularly if they encounter difficulties.*
- *Monitor and evaluate the curriculum to ensure that there are no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs.*

Our current highly personalised ambitious curriculum; key person approach; observation, assessment and planning cycle are very effective in narrowing the gap in development experienced by this group of children on-entry.

Challenges

This details the key challenges to achievement that we have identified among our more vulnerable children.

Challenge number	Detail of challenge
1	*Some eligible children have levels of development below that of their peers on-entry, especially in personal, social and emotional development and communication and language.*
2	*Some eligible children do not attend nursery as often as they could which can often lead to slower progress.*
3	*Some children have lower levels of resilience and find regulating their emotions particularly challenging.*

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
Improved communication and language skills among eligible children enabling them to make accelerated progress in all other areas of learning.	Assessments and observations indicate significantly improved communication and language among eligible children.
Sustained improved attendance for each eligible child.	Sustained high attendance demonstrated by: the attendance gap between eligible children and their non-eligible peers being reduced by 5%; the

	attendance of each eligible child being at least 80%.
Sustained improved wellbeing for all children.	Assessments and observations indicate significantly improved personal, social and emotional development among eligible children.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intensive interaction: We will fund professional development for all staff and employ additional staff.	Intensive interaction is an approach that benefits children's social interaction and their communication. It enhances shared attention and promotes back-and-forth communication.	1
Emotion coaching: Professional development for new staff and additional staff to enable emotion coaching.	Emotion coaching, the CALM approach, supports co-regulation which leads to improved self-regulation. Very young children benefit from sensitive, nurturing and skilled adults who are attuned to their needs and available.	3
First-hand experiences: Provide additional opportunities for those eligible for EYPP to engage in activities such as gardening, cooking, sewing, woodwork, trips out, etc. Fund additional staff to enable this.	Educationally worthwhile experiences promote all areas of learning and well-being. They also provide cultural capital for young children.	1 and 3
Additional opportunities to share stories and songs: Enhance adult:child ratio in order to provide additional dialogic book talk for EYPP children in particular.	Reading to children exposes them to a rich vocabulary and diverse language structures that they may not encounter in everyday conversations. This exposure helps them develop a larger vocabulary and better language skills, which are crucial for effective communication and literacy. Research indicates that children who are read to regularly can hear up to 290,000 more words by the time they enter school compared to those who are not read to.	1 and 3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group teaching of skills and knowledge required to enable access to the full curriculum.	Pre-teaching of skills and knowledge enables children to access the curriculum of their peers.	1

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
An Emotional Literacy Support Assistant to work with identified children in order to improve PSED levels.	The ELSA programme gives children the language to recognise and name their feelings and strategies for coping with big emotions.	3
Provide music therapy sessions for the most vulnerable children in order to improve PSED levels.	Music therapy is an expensive but highly effective therapy which supports the most vulnerable children to better manage their feelings.	3
Close monitoring of attendance and support provided to help families improve their child's attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence: Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	2

Total budgeted cost: £14,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

It is well known that high quality early education such as that offered by Guildford Nursery School impacts positively on children as they go into primary and secondary education. We monitor and assess all of our children's progress very closely, and have seen the extremely positive impact of these additional interventions on those eligible for Early Years Pupil Premium.

In July 2025 there were 187 children in the Nursery School aged 0-5 years.

89 left for primary school September 2025. Of those 89 children, 20 were eligible for EYPP. This represents 22% of the cohort.

Of these 20 children in receipt of EYPP:
15 were boys, 5 girls
2 attended for 30 hours, the rest for 15 hours weekly
4 children had an Education, Health, Care Plan (EHCP)
12 were on the SEN register
1 child was adopted from care
3 were multilingual learners (MLL)
15 received Early Help.

Our intervention strategies used to support our EYPP pupils were highly effective. We:

- Enabled all children to take full advantage of all areas of provision within nursery, ensuring full access to all learning and enrichment opportunities.
- Helped to remove barriers to learning and developing to the full, ensuring that children made good levels of progress across the curriculum.
- Met the specific needs of each child in terms of personal, social and emotional development and ensure 'school readiness'.
- The staff received high quality, targeted training to ensure they can meet the individual needs of the pupils.
- Supported enhanced transitions to primary schools.
- Improved attendance for EYPP children by 3.4% compared to the previous year. Attendance for EYPP children was 85.9% by July 2025 compared to non-EYPP children whose attendance was 88.1%. The gap in July 2024 was 5.5%, in July 2025 it was 2.2%.

The interventions are monitored throughout the year. Progress and attainment are tracked through a comprehensive assessment process. Data from each child's key person, discussions with parents, the evidence in individual Learning Journeys as well as information from regular observations are used to measure the impact of the interventions.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Music therapy	Meraki Creative Therapies