

Early Years Pupil Premium (EYPP)

Strategy & Impact Report

Pen Green Maintained Nursery School – Autumn Term 2025

What is Early Years Pupil Premium? (EYPP)

The Early Years Pupil Premium (EYPP) is extra funding for early years providers to improve outcomes for eligible children. The Early Years Pupil Premium was introduced by government in April 2015 to help early years providers try to close the attainment gap between the most disadvantaged children and their peers.

This report sets out how The Maintained Nursery School has planned for, spent and evaluated its Early Years Pupil Premium (EYPP) funding, in line with Department for Education (DfE) guidance for maintained schools on publishing funding information and the EYPP guidance for local authorities. It is designed to be published on the school website and shared with governors and stakeholders.

Pen Green Centre - Early Years Pupil Premium (EYPP) Approach

Early Years pupil premium funding is utilised to support and enrich eligible children's learning, development and care. The funding is paid directly to the Centre and is used to tailor support for each child eligible for EYPP funding to help diminish any educational difference or enhance their specialisms.

Pen Green Centre for children and their families is committed to helping all children achieve their potential. Early Years Pupil Premium (EYPP) is one of many contributing factors which can help our children in all areas of development and learning. Family Workers think deeply about how to use the EYPP funding to take maximum advantage for those children who are eligible for this funding. Close relationships with parents and carers enables conversations to take place about how we can best support their children and what the additional support might look like. Children entitled to EYPP are clearly monitored through regular observations and assessments.

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Children have individual action plans in place. EYPP funding has been used for a variety of resources, learning opportunities and experiences in nursery and off site to support their interests and enhance their learning and development. In the Nursery provision children's needs are identified through assessments and joint discussion with families and professionals involved in order to plan targeted work. Resources and opportunities are planned from observations of the eligible children, parental feedback, Centre Development plan priorities, assessments and staff's professional judgements.

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(Please note that children in the categories below overlap)

	Number	2 years	3 years	4 years
Boys	11	5	4	1
Girls	10	2	7	1
EAL	4	3	2	0
SEND	4	2	2	0
Family Complexity	13	3	9	1

Part A: Strategy (Intent)

Our aim is to improve the educational outcomes and wellbeing of socio-economically disadvantaged children by accelerating progress in the prime areas; Personal, Social and Emotional Development (PSED), Communication and Language (C&L), and Physical Development (PD), so that children are ready to learn across the EYFS. This term, settling children following staffing and room changes, and strengthening C&L have been our priority. EYPP spending is aligned to children's assessed needs and interests and delivered through high-quality teaching, targeted small-group/1:1 support, and enabling environments.

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Key challenges to achievement

- Language gap on entry (limited expressive and receptive vocabulary; some requiring SALT).
- PSED: co-regulation, confidence, sense of belonging following transitions/changes at home and nursery.
- Under-developed gross and fine motor skills impacting wider learning readiness.
- EAL needs and limited access to language-rich experiences beyond nursery.
- SEND and complex needs for a small cohort requiring bespoke approaches.

Intended outcomes and success criteria (by end of term)

- PSED: Children to demonstrate improved self-regulation, turn-taking and collaboration in group activities; adult prompts reduced.
- Communication & Language: Increased engagement in conversation and story; wider vocabulary use; improved listening and attention in small groups.
- Physical Development: Improved core strength, balance and coordination observable in indoor/outdoor provision; progression to more complex fine motor tasks.
- Literacy & Maths: Greater motivation for mark-making and early writing; increased use of mathematical language during play (shape, pattern, measure).

Activity and spend (Implementation)

Activity / resource	Rationale (linked to need)	Delivery model	EYFS areas targeted
Community Playthings balancing blocks; beads; footballs; woodwork bench	Address under-developed gross motor/core strength; build perseverance and risk assessment; hook boys into purposeful play	Daily continuous provision with adult-scaffolded challenges and safety rules	PD; PSED; C&L;M
Small-world & role-play	Use high-interest themes to boost	Key person-led small groups, family group	C&L; PSED; UW; EAD;PD

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(princess/superhero /emergency vehicles); puppets; story sacks	engagement, imaginative play and oral language; support EAL and SEND through visuals and repetition	time; free-flow peer play	
Mark-making / craft media; face paints; pattern boards/blocks; counting sets	Broaden sensory experiences; refine fine-motor; enrich early literacy and maths vocabulary through guided exploration	Planned provocations; 1:1 fine-motor activities; collaborative art	L; M; EAD; PD
Cause-and-effect resources (cogs, targeting games, domino rally)	Build focus, turn-taking and problem-solving; structured opportunities for waiting and sharing	Adult-mediated small groups; visual supports	PSED; C&L; M

Funding summary

Total EYPP spent this term: £2,923.45

Allocation approach: 100% directed to evidence-informed resources and targeted adult time linked to identified children's plans (PLOD's SEND Targets, Termly Assessments); resources accessible to wider cohort where appropriate to maximise impact of high-quality provision.

Part B: Impact (Evaluation)

- Balancing blocks (Community Play Things): high take-up; children now self-managing turn-taking rules most of the time; progressive set-ups increased challenge and stamina; observable gains in balance and core control.
- Role-play/pushchairs and outdoor provision: strong social interaction and collaboration; children explored cause-and-effect, speed and surfaces, and practised safety language (stop, wait, careful).
- Craft/mark-making: increased sustained attention; children expressed identity and emotions; collaborative art raised pride and sense of

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belonging; more children choosing to take work home to share with families.

- C&L: across small-world and story sacks, practitioners noted more purposeful talk, extended sentences and vocabulary growth, particularly for EAL learners.

Monitoring, evidence and governance

Evidence base: observations, learning journals/assessment checkpoints, attendance/engagement logs, SALT/SEND notes. EYPP plan and impact reviewed termly with EY lead and reported to governors. Adjustments made for spring term based on progress and ongoing needs.

Next steps / Spring term priorities

- Deepen C&L by using data gathered through WellComm collected this term by Family Workers.
- Continue to work on Gross Motor Physical Development through planned and sequenced activities, indoors, outdoors and soft room.
- Extend fine-motor progression (through the use of a range of, cooking, baking, tools use at the woodwork bench; pattern boards to early mark-making to name writing, mark making resources, .
- Strengthen home learning links for EYPP families (borrowing and promoting reading at home) Share information on home-visits, share relevant information and engagement through tapestry.
- Continue targeted emotional literacy (emotion stones; co-regulation strategies) for identified children.
- Autumn Term Assessment Data to determine goals/This will be done through moderations and setting goals as a team for the children
- Invest in Support Workers to support small group work and 1:1 interventions in particular for those children with SEND, EAL and facing complexity.

Compliance note (for publication)

This statement is structured to align with DfE expectations for publishing funding strategies and impact for disadvantaged pupils and with EYPP guidance. It should be updated and re-published by 31 December each academic year and reviewed termly.

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