Springmoor Grange School

Early Years Pupil Premium Expenditure Report: 2026 - 2027

This statement details our school's use of early year pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect we intend it to have for pupils within our nursery.

Overview of the School

Number of pupils and early years pupil premium grant (EYPPG) received			
	Autumn Term 2026	**Spring Term 2027**	**Summer Term 2027**
Total Number of 3 & 4 Year Old Pupils on roll	35		
Number of pupils entitled to EYPP	5		
% of Pupils	14%		
Amount of funding per pupil	£1018		
Total amount received each term	**£3932**	**£1158**	
Total Amount for Year			**£5090**

Rationale

The Early Years Pupil Premium (EYPP), was introduced in April 2015 for early years providers who are delivering the funding entitlement for 3- and 4-year-olds. This year Durham County Council have been selected to take part in the DfE Test and Learn Pilot scheme for EYPP children. As part of this scheme each eligible child will receive an additional £363 per year. This is on top of the £655 that is already given for each child.

Early years providers will be able to access the EYPP funding to help them support their most disadvantaged children. Children will qualify if they are 3 or 4 years old, are receiving government-funded early education, and their parents receive benefits used to access eligibility for free school meals.

Research shows that these children are more likely to underachieve. The funding is provided in order to support these pupils in reaching their full potential. The government does not stipulate how the money is spent but it must be used to close the attainment gap between all pupils.

At Springmoor Grange, we assess each child in receipt of EYPP funding termly and continuously track their progress using ongoing assessments. We then use EYPP funding to provide resources, experiences and targeted teaching to accelerate learning or provide greater challenge where needed. This is additional support to that provided to all other pupils.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Challenge identified	Details of the challenge
1	Communication and language	Assessments and observations indicate that many children, including those at risk of disadvantage, have starting points in communication lower than those expected of their chronological age. Wellcomm data shows that EYPP children have lower communication and language than their peers.
2	Attendance	Our attendance data indicates that EYPP children have attendance below that expected in order to achieve strong progress.
3	Physical Development	A small minority of families including those at risk of disadvantage require support to ensure that they are aware of and help children to reach age related expectations in areas of their physical development.
4	Developing children's cultural capital	A small minority of families including those at risk of disadvantage require support to ensure they can access a range of experiences in and around our local area.
5	Social and Emotional	Children struggle to manage their emotions. They have difficulties in sharing adult attention and understanding how to play cooperatively with their peers.

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 and vocabulary	• Children will make strong progress from their starting point. • Children will achieve the curriculum intent. • Children will be well prepared for the next stage in their education. • Staff will be confident to develop children's vocabulary in the different areas of the provision. • Parental engagement around early communication and language skills through the Early Excellence Scheme-Going Home bags.
To achieve and sustain improved attendance for all children, particularly those at risk of disadvantage.	• Attendance data will evidence regular and improved consistent attendance. • Clear systems for monitoring attendance and offering early support will be in place.
Families require support to ensure they understand age related expectations of their child's physical development and how they can support this at home.	• Children will develop their ability to use cups and cutlery. effectively when eating and drinking. • Children will learn how to butter their own toast and pour their own milk at snack time. • Children will develop the variety of tastes and textures they have experienced, through opportunities provided in nursery. • Children will make progress with their toilet training, due to the support received in nursery and at home. • Parental knowledge and understanding of how to support their child with toilet training will be shared through parent workshops and information leaflets as well as 1-1 meetings with practitioners.

	• Children will be given the opportunity to brush their teeth daily as part of the tooth-brushing scheme.
Children will have an increasing number of experiences that will help them with making sense of the world.	• Children will be able to talk about a widening range of subjects based on their experiences within Nursery. • They will develop new vocabulary based on their experiences. • They will talk about their experiences, using the new vocabulary that they have learnt.
Self regulation	• Children will be able to regulate their own emotions with some adult support. • They will tolerate waiting their turn and sharing resources.

Activity 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 and Targeted academic support

Budgeted cost:

Activity	Activity Details	Evidence that supports this approach	Cost	Challenge Addressed
Staff meetings with Anne Brass	Developing provision areas, looking at skills and language in each area.	When staff have access to training to develop their knowledge and understanding they are equipped to use a variety of different approaches to maximise success. *"Staff are very likely to benefit from training or professional development to use programmes and approaches successfully."* https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	£600	1
Reading sessions with parents	Parents invited into Nursery on a weekly basis to rea with their child and to change the going home bags.	There is evidence that the level and quality of parental involvement in learning is linked to a child's communication, language, and literacy capabilities. *"Promoting shared reading should be a central component of any parental engagement approach (see also Recommendation 2). Studies highlight the benefits of reading to children before they are able to read themselves, and—when they do begin to read—the value of parents reading with them."* Preparing_Literacy_Guidance_2018.pdf	£1295	1

Parent partnership workshops	Activities providing opportunities, throughout the year, for parents / carers to participate in activities with their child to promote speaking and listening, will be planned in to each half term. Examples from the Autumn term are: • Autumn walk • Halloween story telling • Stay and play Santa workshop • Twos stay and play, information sharing session.	Parental engagement in early years education is consistently associated with children's subsequent academic success. On average, parental engagement programmes evaluated to date have led to a positive impact of approximately four additional months' progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement	£100	1, 3
PSA Support Parents offered some extra time (8.30-9am) for their child to attend some sessions in Nursery.	PSA to make contact with parents / carers of children who are persistently absent and offer support. PSA time will work with families individually to provide support and advice. PSA Practitioner will monitor attendance daily and weekly, producing a weekly attendance report to be discussed at SLT meetings. In addition, the PSA will run workshops with parents and children and provide support with routines, attendance and learning activities. Nursery will offer extra sessions to parents to enable their child to access extra time on a morning (8.30-9am). This will allow practitioners time to work with children and to target any intervention as needed.	Sending parents of students who are persistently absent personalised letters or texts can help improve attendance, according to a new evidence review published by the Education Endowment Foundation (EEF) today. https://educationendowmentfoundation.org.uk/news/new-evidence-review-finds-sending-personalised-letters-or-texts-can-help-but-wider-evidence-is-weak?utm_source=/news/new-evidence-review-finds-sending-personalised-letters-or-texts-can-help-but-wider-evidence-is-weak&utm_medium=search&utm_campaign=site_search&search_term=attendance *"The evidence suggests that, on average, increasing the amount of early years education a child receives can produce moderate improvements of four additional months' progress in academic performance."* Extra hours | EEF	£936	2

Educational visits and experiences	Educational visits planned into the curriculum throughout the year to provide opportunities for children to develop their cultural capital. Opportunities to celebrate diversity within our own and other cultures planned for throughout the curriculum. EYPP children to take part in visits within the local area and experiences within Nursery. Staff to be allocated to take children to places of interest and to provide a stimulus within Nursery to promote and develop language. Children to have the opportunity to re-tell traditional tales.	Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. As part of making a judgement about the quality of education, inspectors will consider how well leaders use the curriculum to enhance the experience and opportunities available to children, particularly the most disadvantaged. (ibid 142 p31) https://early-education.org.uk/cultural-capital/	£200	4
Healthy eating activities and Physical Development Movement programme to be used in Nursery to develop gross and fine motor skills.	Children will be provided with a range of tastes and textures to develop their knowledge of healthy food choices. Children will be supported to develop their fine motor skills through the use of Dough disco, yoga and Squiggle While You Wiggle. During snack time and lunch time children will be supported to use cutlery to slice, butter and prepare and eat food. Use of dough disco and Squiggle While you Wiggle to develop gross and fine motor skills.	Physical development approaches aim to improve young children's physical growth, skills and health. Activities in this area may be focused on a particular aspect of physical development, e.g. fine motor skills related to writing, or be more general, for instance, encouraging active outdoor play or integrating physical development approaches with other early years activities. *"On average, children who take part in physical development interventions make around five additional months progress in cognitive outcomes."* https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/physical-development-approaches?	£240 (membership for training) £50 Flipper Flappers for Squiggle £117 Early Writing Programme Pack	3

Social and emotional training	Training around self-regulation in EYFS from professionals.	Training around self regulation and helping children to manage their emotions. *"there is some evidence that professional development focusing on self-regulation and executive function can improve children's executive function"* EEF | Self-regulation and executive function		5

Evaluation:

Activity	Progress	Impact