



# Early Years Pupil Premium Strategy Statement

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	Seaham Harbour Nursery School
Number of children in nursery	<p><b>Autumn 2025</b> 86 in total 34 - 2's, 52 - 3&amp;4's actual</p> <p><b>Spring 2026</b> 93 in total 33 - 2's, 60 - 3&amp;4's estimate</p> <p><b>Summer 2026</b> ... in total .. - 2's, .. - 3&amp;4's estimate</p>
Proportion (%) of children eligible for early years pupil premium	<p><b>Autumn 2025</b> 19% (= 16 children) actual</p> <p><b>Spring 2026</b> 19% (= 19 children) estimate</p> <p><b>Summer 2026</b> ... % (= .. children) estimate</p>
Academic year/years that our current early years pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	January 2026, April 2026, June 2026
Statement authorised by	
Early years pupil premium lead	Headteacher – Carole Scott
Governor lead	Charlotte Bagley

## Funding overview

Detail	Amount
<p>Early years pupil premium funding allocation this academic year OR termly</p> <p>Calculation is worked out at</p> <ul style="list-style-type: none"> <li>• Autumn 25 ( 14.weeks) 16 children (actual) (7x2yr olds, 9x 3yr olds) @ £15.00 per week</li> <li>• Spring 26 (11 weeks) 19 children (estimate) (5x2yr olds, 14x 3 yr olds) @£15.00 per week</li> <li>• Summer 26 (13 weeks) .. children (estimate) (...x2yr olds, ...x 3yr olds) @£15.00 per week</li> </ul>	<ul style="list-style-type: none"> <li>• <b>£3312 (actual)</b></li> <li>• <b>£3135(estimate)</b></li> <li>• <b>£..... (estimate)</b></li> </ul>
<p>Early Years pupil premium funding carried forward from previous years (enter £0 if not applicable)</p>	<p>£0.00</p>
<p><b>Total budget for this academic year</b> Total Amount EYPP Funding (based on actuals for Autumn and estimates for Spring and Summer)</p>	<p><b>£.....</b></p>

## Part A: Early Years pupil premium strategy plan

### Statement of intent

Our ultimate objective for all children, including those who are disadvantaged, is that they are supported to achieve their full potential, while developing the skills to become lifelong learners. We want children to feel safe and secure, and to have a sense of well-being, in an environment where they can express themselves and feel valued.

We also see children whose well-being and self-esteem is particularly low and recognise the highly negative impact this has on their potential; to learn. In response to this analysis we are committed to help all children achieve their full potential by providing a high-quality rich environment delivered through high quality teaching and learning experiences.

Our EYPP strategy supports our children through ensuring they have high quality teaching and learning experiences, both within nursery and at home, supported by adults who understand their needs and development. Our strategy helps to teach parents and carers how to engage and develop their child's play and learning.

Through our strategy we recognise the importance of children accessing their local environment and the people within it. A sense of community, and where you belong, is essential and we aim to support this through our intended outcomes for children.

In addition, we recognise how important communication and language development is in supporting children to access the nursery curriculum and engage with peers and adults at nursery and within their home environment, without these skills children are unable to flourish and take ownership of their learning.

At Seaham Harbour Nursery School we see raising the attainment of disadvantaged children as part of our commitment to help all children to achieve their full potential by:

- promoting an ethos of attainment for all pupils
- focusing on high quality teaching and learning and effectively deploying staff to support disadvantaged children
- working with families to develop their skills and knowledge in helping their children to play and learn

The 3 Prime areas of learning will be addressed through the EYPP funding as they are crucial to the children's wider subsequent learning and progress.

## Challenges

This details the key challenges that we have identified among our disadvantaged children.

Challenge number	Detail of challenge
1	Communication and Language development are below age related expectations.
2	Children's physical and emotional development is delayed and children need additional support with self-help skills (toileting) and emotional regulation.
3	Our disadvantaged children have had limited exposure to rich language and literacy opportunities that support the development of fundamental skills such as handling, discussing, listening to and reading age-appropriate books, as well as engaging in singing songs and rhymes.
4	Our disadvantaged children have had limited exposure to rich learning opportunities that support cultural capital and a sense of community

## 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 communication skills to be able to engage with an adult and then move on to engaging with their peers when they are ready and 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. within their play situations</p>
Children will understand their feelings, develop strategies when managing their own behaviour and their general well-being within school will be higher.	<p>More children will meet at least age-related expectations in PSED by the end of the academic year</p> <p>Children will recognise and name some of the common emotions</p> <p>Children will be observed dealing with conflict whilst playing with peers</p> <p>Children will be able to manage change and follow instructions given by familiar adults without becoming withdrawn or throwing a tantrum</p>

	Children will demonstrate reduced levels of anxiety, more easily managing change and requests
Children will be given opportunities to develop and extend their life experiences and have a wider understanding of culture in their local area and community	<p>More children will meet at least age-related expectations in social, emotional, physical and knowledge and understanding skills by the end of the academic year</p> <p>Children will experience regular visits outside of nursery eg beach school, walks to marina, theatre trips, library sessions etc</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 stories and information books sharing these at home. Children will have opportunities to share rhymes, songs and books at home with family members.	<p>Children will demonstrate an enjoyment of books, stories and rhymes.</p> <p>Children will share core stories and rhymes with adults in nursery.</p> <p>Copies of rhymes and songs are given to families for use at home.</p> <p>Families are given 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.</p> <p>Children are taken to the library to read stories and borrow books. Parents are encouraged to join in with the visits.</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)

Cost of CPD training for staff delivered through in-house, through 'Ready Steady Go; toolkit and VREP programme (EPS)

Budgeted cost: SLT Time (£0)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school teaching staff CPD	<p>The importance of literacy in early childhood is crucial to the child's future academic success. Literacy is essential to developing a strong sense of well-being and citizenship. Children who have developed strong reading skills perform better in school and have a healthier self-image. They become lifelong learners and sought-after employees.</p> <p>EEF evidence link  <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</a></p>	1,4

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

Budgeted cost: (£0)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staff employed to provide additional first hand, real activities and supporting planned visits to the local community and widen life and cultural experiences	<p>Providing all children with first hand, real experiences to go out into the local area will give opportunities for quality play and learning experiences covering a range of curriculum areas including language, communication, social and physical skills, eg Beach School work, going on public transport, visiting the library, visiting the theatre etc</p> <p>This will enrich the children's experiences and provide opportunities to develop communication and language beyond the nursery environment. Providing adults who are knowledgeable in the local area and can support the visits by adding local knowledge will add to the children's experiences</p>	1,2,3,4
Additional staff employed to provide lower adult/child ratio	<p>A lower adult/child ratio provides all children with more adult attention, providing more opportunities for quality interactions and high quality play and learning experiences</p> <p>It provides increased opportunities for role modelling and targeted individual support</p>	1,2,3,4
Deliver WELCOMM program to identified groups of children to	<p>Welcomm is a speech and language toolkit used in schools to identify and support children with potential language difficulties. It includes a</p>	1

support language development	screening tool that uses a traffic light system (red, amber, green) to assess a child's current language level and then provides customised intervention activities to help with their development. This toolkit is designed for use by teachers and teaching assistants without specialist speech and language training. Staff in school have received training to deliver the program.	
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## Wider strategies (for example, related to encouraging good attendance in preparation for statutory schooling, behaviour, wellbeing)

Budgeted cost (£0)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase parental involvement, knowledge and skills in their children's learning and development, through a variety of events/activities including workshops, story bags, Stay and play days, Activity fun packs, library books and bags, song and rhyme booklet, leaflets, website links etc. Website activities (for activities to do at home) .	<p>There has been much research completed, including the EPPE and EPPSE projects 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</p> <p>Children benefit by having a wider range of experiences with a wider range of interested adults. They can consolidate knowledge and skills learnt and develop them further if a knowledgeable adult can help.</p> <p>Parents benefit as their knowledge of how young children learn develops and they have a greater understanding of how they can support and help their young children learn at home as well as at school.</p> <p>School benefit as the relationships between staff and parents increase, engagement is higher and valued and a common approach is encouraged.</p> <p>Effective parental engagement is challenging but has the potential to improve children's communication, language and literacy.</p> <p>Promising strategies include encouraging parents to read to children before they can read, then to begin reading with children as soon as they can; inviting parents to workshops around reading and talking about books with their children effectively.</p> <p>EEF Link below</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</a></p>	1,2,3,4
Additional staff employed to provide lower adult child ratio	In England, the Early Years Foundation Stage (EYFS) statutory framework sets the minimum staff-to-child ratios, which have been adjusted over time. For instance, in	1,2,3,4

<p>and to enhance provision giving some small group/individual targeted support practical activities around independence, health &amp; hygiene, selfcare, regulation of emotions and wellbeing and language development</p>	<p>September 2023, the ratio for two-year-olds was changed from 1:4 to 1:5.</p> <p>A lower staff ratio in all rooms provides all children with more adult attention and scaffolding. This leads to more quality interactions, children observe more modelling of play and language and have role models to show them how to interact, play and become fully involved. Having more staff available allows more scaffolding in the moment and opportunities for targeted interventions and small group work. Children are supported with their personal and social development. The EYFS statutory framework's focus on qualified staff, appropriate ratios, and the key person system provides the structural foundation for delivering high-quality language development opportunities. This is especially critical for disadvantaged children, who, as highlighted by the DfE's "Best Start in Life" report, face greater challenges in communication and language. Ensuring access to funded early education staffed by skilled practitioners creates a language-rich environment that supports these children to develop the communication skills necessary for future learning and life success</p>	
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## 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.

#### EYPP Strategy Evaluation 2024-2025

- All children across whole school have had opportunities to experience being out in the community covering a range of curriculum areas and activities, through additional adult support and intervention work.
- Activities have included weekly library visits, weekly beach school visits, using public transport, walking into the community, visiting shops and visiting theatre. Learning experiences have covered a range of curriculum areas including the development of language and communication, social skills and physical skills.
- Additional staff provided opportunities for quality interactions and high-quality play and learning experiences for children in small groups.
- Targeted group activities provided to identified children in small groups/individual work extending vocabulary, language, social and communication skills.
- Parental engagement has increased as more parents engaged in the online learning journals commenting on and adding to their child's learning journal. Many added photographs and comments of activities/learning opportunities they had done with their child at home.
- Reading folders/book bags were shared with families and were well used at home. Parents were encouraged to join us on visits to the local Library and from this some families enrolled their children at the library and regularly borrowed books.
- All children have access to books for sharing at home. Parents are updated regularly with details of core books and rhymes that will be covered over the year.
- A series of nursery rhyme and song booklets have been produced for all children to share at home. Children and families together are sharing rhymes and songs more, children are more familiar with rhymes and songs

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

Activity	Autumn 2025 Evaluation	Date
<i>Teaching Priorities</i>	<ul style="list-style-type: none"> <li>• Additional staff provided opportunities for quality interactions and high-quality play and learning experiences for children in small groups</li> <li>• Wellcomm assessments completed for all nursery aged children – children identified for additional intervention</li> <li>• Targeted group activities provided to identified children in small</li> </ul>	FGB Autumn meeting 2025
<i>Targeted Academic Support</i>		
<i>Wider Strategies</i>		

	<p>groups/individual work extending vocabulary, language, social and communication skills</p> <ul style="list-style-type: none"> <li>• All children given nursery rhyme/song booklets each term</li> <li>• Library books introduced to nursery aged children</li> </ul>	
<b>Activity</b>	<b>Spring 2026 Evaluation</b>	<b>Date</b>
<i>Teaching Priorities</i>	<ul style="list-style-type: none"> <li>• Additional staff provided opportunities for quality interactions and high-quality play and learning experiences for children in small groups</li> <li>• Targeted group activities provided to identified children in small groups/individual work extending vocabulary, language, social and communication skills</li> <li>• 2 year old children introduced to Book Bags to share at home with families</li> <li>• All children given nursery rhyme/song booklets each term</li> <li>• Library visits introduced for all children</li> <li>• Parental involvement through workshops and activity days</li> </ul>	FGB Spring meeting 2026
<i>Targeted Academic Support</i>		
<i>Wider Strategies</i>		
<b>Activity</b>	<b>Summer 2026 Evaluation</b>	<b>Date</b>
<i>Teaching Priorities</i>		FGB Summer meeting 2026
<i>Targeted Academic Support</i>		
<i>Wider Strategies</i>		