SURBITON HILL
NURSERY SCHOOL

Early Years Pupil Premium Strategy Statement

This statement details our nursery school's use of 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 impact from our spending of EYPP funding from last academic year.

School overview - October 2025

Detail	Data
Number of pupils in school	124
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers	2025-2027
Date this statement was published	Jan 2026
Date on which it will be reviewed	December 2026
Statement authorised by	Esther White
Pupil premium lead	Esther White
Governor / Trustee lead	Laura Greenshields

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	16915
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	**16915**

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Part A: Pupil premium strategy plan

Statement of intent

We are committed to making a difference to young children and the start of their educational journey.

We ensure that all children who are entitled to EYPPG have the opportunity to

- Progress from their starting points.
- Develop communication, language skills, resilience, and perseverance
- Access a tailored curriculum that meets their individual needs and builds on their skills and interests.
- Have equal opportunities for success, regardless of background, circumstances, or needs.

Our curriculum is ambitious for all children. We create an inclusive, supportive community where every child and family feels welcomed. Through our key person approach, a comprehensive assessment system, and knowledgeable educators we strive to be effective in closing the achievement gap for EYPPG-eligible children.

Challenges

This details the key barriers to learning that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Some children eligible for EYPPG have starting points below typical age related expectation, particularly in communication and language
2	Some children's attendance pattern can affect the progress made
3	Self-regulation can be a challenge for some of the children, a lot of adult support is needed to support children in co-regulation
4	Our disadvantaged pupils have higher levels of parents with mental health issues which can negatively impact their own wellbeing and self-confidence.

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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
Improve outcomes for communication and language	Children to have the gap closed in their Wellcomm score by at least one band by the time they leave the school to go to Reception
Sustained improved attendance	The attendance gap between EYPPG eligible children and non-EYPPG eligible children will narrow Children's attendance will improve to at least 80%
Improve well-being and regulation	Observations, assessments and Key Person conversations will indicate progress in PSED, well-being and involvement and resilience Good engagement levels and independence skills are observed in the classroom. Children and families have a sense of belonging when attending our nursery school.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *3000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Platinum board members for Attachment aware schools	EEF Early Years Toolkit - Achieving the Gold Award signifies a school's unwavering commitment to creating a nurturing environment	3

	where every child can heal, thrive, and reach their full potential. Very young children benefit from sensitive, nurturing and skilled adults who are attuned to their needs and available. Staff use Zones of Regulation and Emotion coaching to support emotions within the classroom.	
Early Years Conversation Project (EEF & Durham University). *Embedding dialogic activities across the whole curriculum ensuring 'serve and return' conversations happen continuously. These can support children to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund additional staff.*	EEF Early Years Toolkit - There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on all areas of the curriculum and especially reading. Staff in 2's are working with Roehampton University on the SHREc approach.	1
Introducing more opportunities for **STEAM** Science, Technology, Engineering and Maths. Using our Natural Thinkers programme as a framework	**EEF** suggests that leaders who have a focus on STEM can bring about better outcomes for children. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/aspire-to-stem	1
Grow, Pick and Eat initiative - Using Natural Thinkers as a framework. **Children grow and then cook with the food they produce. They also get to eat and experience different foods.**	Children who connect with food growing make healthier choices when choosing what to eat. First hand experiences of growing food can build a culture of wanting to try more foods and an understanding of where food comes from. https://www.schoolfoodmatters.org/what-we-do https://www.london.gov.uk/programmes-strategies/communities-and-social-justice/food/food-flagships/about-food-flagships	1

Helicopter stories **Are an early years education approach, based on Vivian Gussin Paley's work and developed by MakeBelieve Arts, where children dictate stories to an adult, who scribes them word-for-word, followed by the group acting them out**	EEF approach using story to model language. Staff working in the early years could use story to teach and model language, for example through interactive reading, or recounting and discussing experiences.	

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fishponds visits	Engaging with Nature - Natural Thinkers There is strong evidence that shows that children's academic attainment, social development, language and communication and emotional well-being is increased as a result of Forest School https://www.tandfonline.com/doi/full/10.1080/03004430.2018.1446430 https://www.forestschooltraining.co.uk/forest-school/research/	1 and 3
Wellcomm *assessments and delivery of programme*	EEF Early Years Toolkit - Carefully matching approaches with the needs of children – for example diagnosing whether a child is struggling with vocabulary or with social communication	1
Small group story time	EEF Early years evidence store - Successful interventions usually involve spoken interactions between the reader and child that go beyond the text in the book; the more the child participates or responds, the more their oral language skills develop	1

Intensive interactions	NHS - The evidence base shows increases in smiling, eye-contact, social initiation, socially significant physical contacts and vocalisations	1
Curiosity programme	https://attentionautism.co.uk/curiousty-programme/	1,3

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

Budgeted cost: £ 3,915

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tapestry & coffee mornings & 1:1 approach for children needing support *A relational approach* *That supports a flexible model to meet needs.* *We are also clear with parents during induction meetings how regular attendance can support their child's self regulation and sense of belonging and feeling safe.*	DFE - attendance in EY https://barrierstoeducation.co.uk/warmth-framework/ Targeted Parental Engagement: Interventions that involve personalised communication (e.g., text messages, phone calls) with parents/carers about their child's attendance, particularly focusing on the cumulative impact of absences, reduced timetable	2
Workshops for parents *Big Feelings* *Reading and a love of books* *Toileting*	DFE - Research shows that involving parents and carers in their children's learning is the most important factor in enabling some children to do well regardless of background.	1, 2, 3,4

Parents Well being *Transition to primary school*	Run coffee mornings and evening workshops to reach the widest audience	
Breakfast/lunch/tea *Holiday club* *Attendance meetings*	The Sutton Trust - A Fair Start? - Research here has shown that a strategy to both increase the funded hours available, and to enhance the quality of provision in settings for the less advantaged could lead to better outcomes for poorer children and a closing of the attainment gap.	2, 4

Total budgeted cost: £ 16,915

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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024/25

Number of pupils on roll- 123

EYPPG - 31

Girls- 14

Boys- 17

30 hours -2

15 hours -29

SRP - Green class -5 S/P-3 Emerald- 1

EAL learners- 13

The impact of our EYPPG targeted support was successful in supporting our children.

We provided the following:

- Intensive interaction and developing play skills in the environment – 10 mins a day 1:1 support
- Wellcomm intervention
- Colourful semantics
- Small group sessions with a particular focus on C&L, attention and turn taking
- Forest School sessions
- Support for families to attend the nursery and for children to have access to a healthy meal, for breakfast, lunch or tea.
- Free holiday club
- Workshops for families - Meet the SLT team, Reading, Big Feelings,
- CPD for all staff - Attachment, Speech and Language, Supporting all children in the environment (focus on disadvantage), The emerging needs of children. Mental health and emotional dysregulation training. Cooking in the classroom.
- Local trips to the community and visitors coming in
- Supported transitions to Primary School

Of the children who were not part of the SRPs (9):

6 of these children received Early Years Inclusion Funding and have an identified social communication challenge.Data below is based on children transitioning to primary school. This is 9 children in total.

78% met age related expectations on exit in all prime areas.

Observations, professional discussions with the Key Person and Class teacher, as well as learning conversations with the families and monitoring by the Senior Leadership Team throughout the year. All of these strategies support us to measure the impact of the targeted support.

2025/6

Number of pupils on roll - 124

EYPPG Eligibility - 30

Girls - 15

Boys - 15

30 hours - 1

15 hours - 29

Special Resource Provision (SRP) places - 7 Green class, S/P -3

EAL: 6

We are currently monitoring this cohort and ensuring they get targeted support if needed.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Educational Disadvantage Programme SparkEd	Achieving for Children
Cookery & Gardening training	School food matters
Writing Project SparkED	Achieving for children