Westfield Nursery School

Early Years Pupil Premium (EYPP) Policy

Date policy last reviewed: May 2026

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

May 2026
-Updated the eligibility criteria
-Updated amount received per pupil
-Updated reference dates to key guidance
-Added a reference to Continuing professional development
-Updated the interventions adding WellComm, Mathematics Group and Writing Group

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Statement of Intent
At Westfield Nursery School, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. The government introduced EYPP funding following research from the Sutton Trust which stated that at the start of school there is a gap between the most and least advantaged children. Many children are already behind the developmental milestones when they start school and these gaps are apparent in the early years, between disadvantaged children and their peers, persist and widen throughout school and beyond.

Closing this gap and eradicating this inequality is fundamental to ensuring all children get the best start in life. High quality early education is vital because it can make a dramatic difference to children's life chances.

Building on the successful model of the school age Pupil Premium, this additional investment to Nursery helps raise the quality of provision, aims to close the gap between 2, 3- & 4-year-olds from disadvantaged backgrounds and their peers.

This policy outlines the amount of funding available, the school's strategy for spending the EYPP effectively, and the procedure for ensuring the funding is allocated correctly.

At Westfield Nursery we aim to deliver against our vision 'Inspired beginnings, outstanding future.'

We aim to use the EYPP to spend on enriching children's education, cultural capital and improving outcomes for eligible children.

Eligibility Criteria
EYPP is only available to 2, 3- and 4-year-olds if they meet the set eligibility criteria.
To claim EYPP Funding a parent/ carer must be claiming one of the following benefits:

- Income Support
- income-based Jobseeker's Allowance
- income-related Employment and Support Allowance
- support under part 6 of the Immigration and Asylum Act 1999
- the guaranteed element of Pension Credit
- Universal Credit, if the parent or carer's annual net household income is less than £7,400, not including any benefits

If the child was formerly looked after by a local authority in England or Wales through adoption, a special guardianship order or a child arrangements order, they are also eligible.

The funding is received directly to Nursery. EYPP funding is based on 570 hours per academic year. The funding rate is £570.00 per academic year. The school receives its EYPP funding from the Local Authority.

1. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 1989
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- The School Information (England) Regulations 2008
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- DfE (2024) 'What maintained schools must publish online'

This policy operates in conjunction with the following school policies:

- Equality Policy and Objectives
- Early Years Early Years Pupil Premium Statement

2. Roles and Responsibilities

The governing board is responsible for:

- Ensuring the effectiveness of this policy
- Ensuring the school meets its statutory duties with regards to the use of the EYPP
- Maintaining robust oversight of the school's financial affairs
- Liaising with the headteacher to ensure the school's strategies and activities regarding Early Years Early Years Pupil Premium align with the school's wider development
- Scrutinising the school's plans for, and use of, its Early Years Pupil Premium funding, including reading and reviewing the school's Early Years Pupil Premium Statement
- Naming a link governor who conducts a monitoring visit and reports back to the full governing body

The headteacher is responsible for:

- Ensuring the day-to-day implementation of this policy
- Appointing an appropriately experienced and knowledgeable Early Years Pupil Premium champion at the school
- Liaising with the governing board to ensure the school's strategies and activities regarding Early Years Pupil Premium align with the school's wider development
- Working with the Early Years Pupil Premium lead to ensure the school spends the EYPP funding effectively and in a way which aligns with the school's overall Early Years Pupil Premium strategy
- Ensuring the school publishes its Early Years Pupil Premium Statement, as required
- Ensuring the school meets the requirements to publish information regarding the EYPP on the school website
- Ensuring the school census is completed accurately
- Ensuring personal data of pupils eligible for the EYPP is stored, processed and shared in line with the school's policies

The Early Years Pupil Premium lead is responsible for:

- Undertaking the day-to-day implementation of this policy
- Ensuring the school spends its EYPP funding to provide support to all eligible pupils
- Working with the headteacher and other relevant staff members to draw up the Early Years Pupil Premium Statement
- Liaising with parents/ carers regarding any questions or concerns about the EYPP
- Monitoring the effectiveness of the school's EYPP strategy as it operates on a day-to-day basis
- Working with the headteacher and other relevant staff members to implement suitable, effective and evidence-based interventions for eligible pupils to support their academic and personal progress at school
- In combination with the headteacher, conducting research into evidence-based strategies for effective use of EYPP funding, and demonstrably applying this research in the school's own strategy

Other practitioners are responsible for:

- Knowing the EYPP children in their class; knowing their attainment and supporting their next steps
- Liaising with the EYPP champion on needs, targets, progress and next steps and which interventions will best support these

3. Objectives

The school has the following objectives with regards to its use of the EYPP:

- To provide additional educational support to raise the achievement of pupils in receipt of the EYPP
- To narrow the gap between the educational achievement of these pupils and their peers
- To address underlying inequalities between pupils, as far as possible
- To ensure that the EYPP reaches the pupils who are eligible for it
- To make a significant impact on the education and lives of these pupils
- To work in partnership with the parents/ carers of pupil to collectively ensure pupils' success

4. How EYPP is spent?

The school will only spend Early Years Pupil Premium funding in line with the terms outlined within the conditions of grant- for the benefit of pupils registered at the school.

Early Years Pupil Premium is not a personal budget for individual pupils. The school can use the EYPP to support other pupils with identified needs where it is deemed beneficial to do so, for example, on pupils who have or have had a social worker or, pupils who may be acting as a carer.

The school will decide the activities on which the EYPP will be spent e.g. targeted academic support or wider strategies to address non-academic barriers to success in schools, such as attendance, behaviour, and social and emotional support.

Our annual EYPP statement can be found on the Nursery's website. The school employs an EYPP champion to ensure children have specific, targeted support.

Evidence shows that targeted support has a positive impact and is a key component of effective EYPP use. The school spends EYPP funding on tailored, personalised (targeted) academic support via, structured interventions in small groups or 1:1

The leaders and Early Years Pupil Premium Champion will continue to enhance the offer, taking continuing professional development opportunities- whether this be through face to face, online training or using research documentation.

Targeted Academic Support

Class leaders identify the needs of each individual child and then meet these needs via extra interventions. Interventions change depending on the current assessed needs.

Bucket Time

Some children attend 'bucket time.' This is completed in a quiet space with a small group of children with a high adult to child ratio. There are four stages we use at bucket time. Stage one is the bucket itself. The children listen/ sing a song and wait to see what is in the bucket. This is always something new and exciting to stimulate interest. Staff ensure children are focussed and introduce new vocabulary. Once the bucket is finished the staff member leads another activity, stage two, where children watch and listen, this sensory activity supports concentration and focus. The third stage involves children being invited to have a go at the stage two activity. Stage four involves children completing an adult directed task at a 'workstation.' This focuses on an element of our curriculum, for example using tweezers to put pom poms in a pot which supports physical development.

Forest School

These are outdoor learning experiences. Children are stimulated by the outdoors and typically experience, over time, an increase in their self- belief, confidence, learning capacity, enthusiasm,

communication and problem-solving skills and emotional well-being. Children learn how to care for their environment and living things.

Games Group
Games group encourages social interactions and communication between adults and children and children with their peers. Activities are specifically chosen to support sharing and turn taking, whilst also focusing on an element of the curriculum, such as Mathematics' knowledge and skills.

Lift Off to Language
Lift Off to Language includes a variety of activities, which introduce a wide range of vocabulary for each child and by working in small groups, each activity allows the child to express themselves individually.

Mathematics Group
This small group supports key learning for different aspects of Mathematics. ('Ordinality'-The capacity to place numbers in sequence, 'Cardinality'- Expressing the quantity of a set, 'Composition'- Knowing numbers are made up of two or more other smaller numbers and 'Pattern')

My Time
Children attending this group focus on naming and identifying emotions and building their own self-esteem and resilience; this supports their language development. All this is achieved through play activities.

Reading Group
The focus of the small Reading group is for children to work towards retelling stories by discussing characters, settings and the structure of stories. Some books will be used to highlight rhyme and alliteration.

Sensory bag
This is a small group intervention where children can feel inside a bag to select and explore an object.

Sensory stories
These are short stories using props and sound effects to help access the story. For example, a spray bottle to signify water. Objects used for the story could appeal to sight, touch, sound, small or taste.

Tap Tap Box
This is a small group activity supporting listening, attention and communication. There is a song to introduce the box, and children take turns to remove and explore an object from the box before returning it. The box can contain a variety of items such as sensory items, natural items or household items.

WellComm
This programme supports speech and language acquisition and uses 'The Big Book of Ideas' to develop language understanding. For example, focusing on prepositions (e.g. under, in front, behind), comparatives (e.g. bigger, faster) or superlatives (e.g. biggest, fastest).

Writing Group
This small group focuses on mark making skills, culminating in name writing, using the correct formation of letters.

1:1
For children who are looked after or who special educational needs, staff will support 1:1 on targets agreed with parents/ carers and external experts.

Wider Strategies
Poverty & cultural capital program

We offer optional uniform & preloved uniform. Families can use the food larder for food, toiletries or cleaning products. Home learning packs including paper, pens or craft materials are available to support home learning and books can be borrowed daily from the Nursery library or book castle. All home learning suggestions are based on everyday objects (no spend), including the 'Passport' of free activities. Any families who need support beyond this can make a request from the 'Act of Kindness' fund.

We aim to build children's life experiences by providing a range of experiences including a performance experience (e.g. puppet show/ magic show/ pantomime), a musical experience (e.g. concert), an animal experience (e.g. farm) and a physical activity (e.g. Bouncy castle) as well as food tasting opportunities and visits from a variety of visitors (e.g. nurse, librarian, police officer).

5. Long-term Strategy for Success

The school will maximise the use of the EYPP by:

- Assigning an Early Years Pupil Premium champion to support the educational needs of EYPP recipients and ensure the implementation of this policy
- Ensuring EYPP funding and spending can be identified within the school's budget
- Consulting, as necessary and as appropriate, the Early Years Pupil Premium lead, governors, staff and parents when deciding how funds are spent
- Assessing the individual provisions required for each pupil in receipt of the EYPP

The school will conduct an annual review to form the school's Early Years Pupil Premium Statement. The school will explore evidence-based summaries to determine the best use of the funding.

When researching and implementing EYPP use, the school will focus on approaches that:

- Are individually tailored to the strengths and needs of each pupil, and include targeted academic support
- Are evidence-based
- Are focussed on clear short-term goals providing opportunities for pupils to experience success
- Raise aspirations through access to high-quality educational experiences
- Support the quality of teaching, including staff professional development
- Tackle non-academic barriers to success at school, by supporting good attendance and behaviour and providing social and emotional support
- Build self-esteem & increase pupils' understanding of their emotions and identity
- Are child-centred regarding assessment for learning.

6. Accountability and Reporting

Individual targets will be set for each pupil in receipt of the EYPP and their progress towards achieving these targets is analysed at the end of interventions. The progress of pupils in receipt of the EYPP will be regularly discussed with subject teachers.

Ofsted inspections report on the attainment and progress of disadvantaged pupils in receipt of the EYPP. The school will be held to account for the spending of the EYPP through the focus in Ofsted inspections on the progress and attainment of the wider Early Years Pupil Premium-eligible cohort.

The school will publish its strategy statement for using the EYPP on the school website by the 31 December utilising the DfE template document accessible in the 'Early Years Pupil Premium' guidance.

The EYPP champion and class leaders monitor engagement and progress. The impact of learning taking place is evaluated, the assessment data is analysed to show the progress for children and next steps are discussed and planned for. The impact of these strategies is kept under regular review by the headteacher through data analysis and routine monitoring activities. A link governor for EYPP has been appointed and they review the impact at least annually during their visits to Nursery and provide a written report to the full governing body.

Parents/ carers are informed by letter of the activities their child is involved with, so these can be discussed with the class leader. During consultations, we share the attainment and progress for their child. Parents are updated of what is on offer by the EYPP booklet, which is available on the website and in a paper copy.

The Headteacher will report termly to the Governing Board regarding how effective EYPP spending has been and what impact has been made. The impact of EYPP spending, in terms of improving educational outcomes and cost effectiveness, will be monitored, evaluated, and reviewed by the headteacher and the governing board.

Information regarding EYPP spending will be published on the school website. The school will not publish any personal data regarding individual pupils on the school website.

7. Monitoring and Review

We believe that quality Early Years education can support 'demolishing the difference' between advantaged and disadvantaged children and that the implementation of this policy will support this vital work.

The Headteacher will be responsible for reviewing this policy annually.
Any changes to this policy will be communicated to all relevant stakeholders.

The next scheduled review date is May 2027.