

# Midland Road Nursery School

## EARLY YEARS PUPIL PREMIUM STRATEGY STATEMENT 2025-2026

### School overview

Detail	Data
Date this statement was published	13/10/2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Governing body
Pupil premium lead	S.Butterworth – Deputy Headteacher
Named Governor	K.Welsh

### Vision Statement

At Midland Road Nursery School we aim to empower and support children to live well, reach their full potential and fulfil their dreams.

The information below details our school's use of pupil premium funding and sets out our pupil premium strategy. It demonstrates how the money we spend supports our vision statement, through improving and enhancing our facilities, equipment and learning experiences for eligible children. We aim to spend pupil premium funding in ways that help narrow the attainment gap that can occur between young children from low-income families and their peers. More information about the Early Years Pupil Premium (EYPP) is available at [www.early-education.org.uk/eypp-basics](http://www.early-education.org.uk/eypp-basics)

The statement also explains the effect that last year's spending of pupil premium had within our school.

### Strategic Objective for Pupil Premium Spending

- To close the attainment gap between children from low-income, disadvantaged families and their peers.

\*Evidence to support reasoning behind strategy interventions is taken from the Education Endowment Foundation's Early Years Toolkit.

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**Barriers to Learning**

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

Barrier	Detail of barrier to learning
1	Speech, language and communication difficulties
2	Low self-confidence and self-esteem
3	Difficulties in emotional literacy self-regulation and managing feelings
4	Physical difficulties and lack of regular access to outdoor space
5	Lack of experiences in the wider world
6	Limited access to a wide range of sensory equipment, resources and experiences
7	Inconsistent attendance at school

**Intended outcomes – 2025 - 2026**

The table below 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.

Detail	Data
Total Number of Children on roll	Autumn: 70
Total Number of Eligible EYPP Children	Autumn: 15 estimate
Proportion of Pupil Premium Eligible Children	Autumn: 21%
Funding for the Autumn Term	£3,990
Funding for the Spring Term	£
Funding for the Summer Term	£
Total Budget for this Academic Year	£3,990

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INTENT				IMPLEMENTATION				IMPACT
STRATEGIES FOR CHILDREN ACROSS ALL AGES								
	Objectives	Focus	Barrier Addressed	How/Action Required	Evidence to Support this Approach (EEF Early Years Toolkit *)	Resources	Cost/ amount allocated	Success Impact Criteria
TEACHING (e.g, professional development, recruitment and retention)	Communication and Language	Supporting linguistic aspects teaching and modelling vocabulary and language	Speech, language and communication difficulties Difficulties in emotional literacy, self-regulation and managing feelings	<b>Makaton Sessions</b> Launch pad for Literacy Early Years Evidence Store EEF	Very high impact +7 months	Training Session Weekly Makaton Tutor support Release time for staff to create resources	£200 Training session Weekly visits £30 = £420  Makaton Aware £50 Makaton Cards £100  Materials for visual resources £100	Effective teaching and modelling of vocabulary and language through a combination of explicit and implicit strategies. Children’s speech and language will develop appropriately. Children will have increased abilities to express themselves.
	Early Literacy Skills	Daily interactive story sessions to build vocabulary	Speech, language and communication difficulties	<b>Interactive Reading sessions</b> Early Years Evidence Store EEF Shared reading one to one and small group	Moderate impact +4 months	Story sack resources Storyteller visits and training	Per core text Autumn £400	Increased spoken interactions and communication through reading with more active child participation and increased attainment in communication and language and Literacy

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<b>TARGETED ACADEMIC SUPPORT</b> (e.g. tutoring, one-to-one support structured interventions)	To develop children's language skills  To raise children's attainment in communication and language	Supporting children's learning needs	Speech, language and communication difficulties  Difficulties in self-regulation and managing feelings  Low self-confidence and self-esteem  Supporting children's Social, Emotional and Mental Health.	<b>Weekly music sessions</b>  Weekly structured music sessions.  Long term planning to refer to musical development matters EYFS	High Impact  +6 months	Musical Instruments  Music scores  Resources that match familiar nursery rhymes and songs	£100	Children's speech and language skills will develop appropriately.  Children will demonstrate age-appropriate listening skills.
<b>WIDER STRATEGIES</b> (for example, related to attendance, behaviour, wellbeing)	To improve attendance.  To encourage back and forth conversation between children and their parents.  To develop parental confidence in supporting children's learning at home.  To raise children's attainment in communication and language and develop listening skills.	Supporting children's learning needs  Supporting parental engagement	Difficulties in self-regulation  Supporting the Home learning environment  Increase parental engagement  Inconsistent attendance at school  Speech, language and communication difficulties	<b>Additional Home Visits</b>  Additional home visits to support ongoing regular attendance and home learning.  Sensory based home learning packs provided. Staff will demonstrate and model use of the resources during home visits.	High Impact +5 months  Approaches that focus on developing parents own skills can have a high positive impact.	Home learning packs	£500	Children will demonstrate age-appropriate listening skills.  Children's attendance will improve.
	To encourage parental engagement and confidence  To promote language skills and understanding the world-Real	Widening children's life experience	Lack of experiences in the wider world  Speech, language and communication difficulties  Supporting children's social, emotional and mental health	<b>Trips and visits</b>  <b>Autumn Term</b> <b>Ponderosa Zoo</b> <b>Visit from Yorkshire</b> <b>Owl Experience</b> <b>Cinema Trip</b>	High Impact  +6 months	Letters to parents Transport Designated space for the activity	<u>Autumn Term</u> Coach to zoo £250 Zoo entry £235.50 Owl £200 Cinema £	Children's communication and language skills will be improved.  Increased Parental engagement

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	life learning experiences			<p><b>Spring Term</b> Visit from Junk Orchestra</p> <p><b>Summer Term</b> Farm Experience Bridlington Seaside Trip Ice Cream Experience on Party Day</p>			<p><u>Spring Term</u> Junk Orchestra £</p> <p><u>Summer term</u> Farm £720 Coach to Bridlington £950 Beach Chalet Hire £100 Beach Toys £65 Ice Cream Van £275</p>	
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### SPECIFIC STRATEGIES FOR 2 YEAR-OLDS

<b>WIDER STRATEGIES</b> (for example, related to attendance, behaviour, wellbeing)	To raise children's attainment in communication and language and improve children's listening skills.  To increase children's vocabulary.  To raise attainment in PSED.	Supporting children's learning needs  Supporting Parental Engagement and Learning	Speech, language and communication needs  Difficulties in self-regulation	<b>Song Bags</b>  Children receive a song bag each half term to support them to learn a traditional nursery rhyme.	High Impact  +6 months  Singing to young children and encouraging them to use props linked to familiar rhymes is an efficient method to support children to develop language.	Core Story purchase  Resources to support interactive reading	£15 per Nursery Rhyme book and musical instrument  Autumn £750	Children will demonstrate age-appropriate listening skills.  Children will develop a love of songs and rhymes and be able to recall some keywords from familiar songs.  Children's communication and language will develop appropriately and children will demonstrate an increased range of vocabulary.
	To raise children's attainment in communication and language and improve children's listening skills.  To increase children's vocabulary.  To raise attainment in PSED.  To develop parental confidence in supporting children's learning at home	Supporting children's learning needs  Supporting Parental Engagement and Learning	Speech, language and communication needs  Difficulties in self-regulation  Physical difficulties  Limited access to a wide range of sensory resources and experiences.	<b>Sensory Days</b>  Parents invited into school 1 day each half term to take part in sensory experiences with their children and witness the benefit, awe and wonder of these experiences. Children take a small bag of sensory resources home with them to continue the opportunities at home.	High Impact  +6 months	Sensory resources to use in school  Sensory learning bags to send home	£100 per session for all sensory resources and bags  Autumn Term £200	Children will demonstrate age-appropriate listening skills.  Increased Parental engagement  Children will demonstrate age-appropriate self-regulation and increased physical skills.

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SPECIFIC STRATEGIES FOR 3-4 YEAR-OLDS								
<b>TARGETED ACADEMIC SUPPORT</b> (e.g, tutoring, one-to-one support structured interventions)	To develop children's gross motor physical skills in line with age appropriate progress and attainment	Supporting children's learning needs	Physical Difficulties  Difficulties in self-regulation.  Speech, language and communication difficulties  Supporting children's Social, Emotional and Mental Health	<b>Weekly Dance sessions.</b> One staff member to lead and provide consistency for the group attending	High Impact  +5 months  Combining physical activity with strategies to promote self-regulation can have a positive impact on learning.	Lead EYP x 2	No Cost	Children's physical skills will develop at appropriate rates.  Children will demonstrate age-appropriate listening skills
	To raise children's confidence, social skills and concentration	Supporting children's learning needs	Physical difficulties and access to outdoor space Difficulties in self regulation and managing difficulties	<b>Wildlife and Woodland Sessions</b> Weekly teacher led active play sessions in woodland area with forest school activities	Moderate Impact +4 months Physical Development	Tools, waterproofs, small shed		Children will demonstrate active learning skills, motivation, concentration an understanding of the world.

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<b>WIDER STRATEGIES</b> (for example, related to attendance, behaviour, wellbeing)	To raise children's attainment in communication and language and improve children's listening skills.  To raise attainment in Literacy.	Supporting children's learning needs  Supporting Parental Engagement and Learning	Speech, language and communication needs  Difficulties in self-regulation	<b>Core story book</b> Each half term the core story book is purchased for all EYPP eligible children and sent home. Parents are encouraged to read the book frequently with their child.  Staff members record the core story for parents to watch via Learning Journals.  Interactive story sessions for book gifting to support parental strategies in using children's books.	High Impact  +6 months  Reading to young children and encouraging them to answer questions and talk about the story is an effective approach.	Core Story purchase  Resources to support interactive reading	£10 per Book Autumn £300	Children will demonstrate age appropriate listening skills.  Children will develop a love of books and be able to talk about their favourite books.  Children's communication and language will develop appropriately and children will demonstrate an increased range of vocabulary.
	To encourage back and forth conversation between children and their parents. To develop parental confidence in supporting children's learning at home. To raise attainment in Literacy and EAD.  To raise children's attainment in communication and language and develop listening skills.	Supporting children's learning needs  Supporting parental engagement	Supporting the Home learning environment  Increase parental engagement	<b>Early Words Together</b> Parents invited to weekly sessions with their child with resources linked to Core Story Text	Early Literacy approaches +4 months  Communication and Language Approaches +7 months  Approaches that focus on developing parents own skills can have a high positive impact.	Book and resources purchased	£327	Children's communication and language will develop appropriately and children will demonstrate an increased range of vocabulary.  Children will develop a love of books and be able to talk about their favourite books.
<b>Total Spending</b>	<b>Autumn £4,132.50</b>							



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**Part B: Review of outcomes in the previous academic year**

## **Pupil Premium Strategy Impact Report**

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

<b>Number of children accessing EYPP funding in 2024-2025</b>		<b>EYPP Funding received</b>
<b>Autumn term</b>	22	£2200
<b>Spring Term</b>	31	£3100
<b>Summer term</b>	38	£7200
<b>Total EYPP funding received:</b>		£13000

## **Impact of Strategies**

<b>Expenditure of EYPP funding 2025-2026</b>		<b>Impact of EYPP interventions</b>
<b>Wildlife and Woodland</b>	All EYPP children were able to join in with weekly wildlife and woodland sessions learning and using forest school skills of den-making and playing with natural resources, engaging in woodcraft and fire activities	Attainment in the prime areas was broadly in line with the overall average of the entire group. With 57% achieving age related expectation across the prime areas and literacy and maths.  EYPP children did most well in Communication and Language and PSED with 86% achieving expected level of development. This percentage is similar to the total cohort. The areas of learning with lowest achievement for EYPP children was Literacy at 44% met and this is the same compared to the rest of the cohort and similar to last year.
<b>Music Sessions</b>	All EYPP children were able to access weekly music sessions with singing and movement and use of percussion.	
<b>Core story books</b>	All EYPP children were provided with copies of the core story each half term to take home and read with their parents, to improve literacy skills and support the home learning environment.	
<b>Trips</b>	EYPP children were funded for transport and entry tickets for theatre and seaside trips along with parents and siblings. EYPP children joined in with visits to school from The Owl Man, Mobile farm, Junk orchestra	Areas of learning to be targeted include Literacy, including stories and early phonics and Expressive Arts and Design, including music, imagination and role play.  Attendance of EYPP children was monitored across 3 terms with improvements seen across the year as a whole.
<b>Additional home visits with home learning</b>	EYPP children were provided with home learning packs on home visits for use at home to support literacy and creative skills during transition points and when attendance issues arose	

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### Externally provided programmes

Programme	Provider
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