# Midland Road Nursery School
# EARLY YEARS PUPIL PREMIUM STRATEGY STATEMENT 2026-2027

## School overview

| Detail | Data |
|---|---|
| Date this statement was published | 13/10/2026 |
| Date on which it will be reviewed | Autumn 2027 |
| Statement authorised by | Governing body |
| Pupil premium lead | S. Butterworth – Deputy Headteacher |
| Named Governor | S. Nisar |

## 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

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 – 2026 - 2027

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: 71 |
| Total Number of Eligible EYPP Children | Autumn: 30 |
| Proportion of Pupil Premium Eligible Children | Autumn: 46% |
| Funding for the Autumn Term | £ 5,700 |
| Funding for the Spring Term | £ |
| Funding for the Summer Term | £ |
| Total Budget for this Academic Year | £ |

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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<br>Difficulties in emotional literacy, self-regulation and managing feelings | **Makaton Sessions**<br>Launch pad for Literacy<br>Early Years Evidence Store<br>EEF | Very high impact +7 months | Training Session<br>Weekly Makaton Tutor support<br>Release time for staff to create resources | £220 Training Session<br>Weekly visits £35<br>Autumn £420<br><br>Makaton Aware £50<br><br>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 | Reading strategies | Speech, language and communication difficulties | **Training for staff in different reading techniques and neuroscience factors of reading**<br>Early Years Evidence Store – EEF<br>Reading Research | Moderate impact +4 months | Imagination Library Conference<br>Research articles<br>Literacy Survey<br>ISEY | Attendance at Conference September £75<br><br>Training venue £500 | 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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| **TARGETED ACADEMIC SUPPORT** (e.g, tutoring, one-to-one support structured interventions) | To develop children's language skills<br><br>To raise children's attainment in communication and language | Supporting children's learning needs | Speech, language and communication difficulties<br><br>Difficulties in self-regulation and managing feelings<br><br>Low self-confidence and self-esteem<br><br>Supporting children's Social, Emotional and Mental Health. | **Weekly music sessions**<br><br>Weekly structured music sessions.<br><br>Long term planning to refer to musical development matters EYFS | High Impact<br><br>+6 months | Musical Instruments<br><br>Music scores<br><br>Resources that match familiar nursery rhymes and songs | £300 | Children's speech and language skills will develop appropriately.<br><br>Children will demonstrate age-appropriate listening skills. |
| **WIDER STRATEGIES** (for example, related to attendance, behaviour, wellbeing) | To improve attendance.<br><br>To encourage back and forth conversation between children and their parents.<br><br>To develop parental confidence in supporting children's learning at home.<br><br>To raise children's attainment in communication and language and develop listening skills. | Supporting children's learning needs<br><br>Supporting parental engagement | Difficulties in self-regulation<br><br>Supporting the Home learning environment<br><br>Increase parental engagement<br><br>Inconsistent attendance at school<br><br>Speech, language and communication difficulties | **Additional Home Visits**<br><br>Additional home visits to support ongoing regular attendance and home learning.<br><br>Sensory based home learning packs provided. Staff will demonstrate and model use of the resources during home visits.<br><br>Imagination Library | High Impact +5 months<br><br>Approaches that focus on developing parents own skills can have a high positive impact. | Home learning packs<br><br>Imagination library 1 book per month | £200<br><br>Imagination Library £26 per child P/A Autumn £615 | Children will demonstrate age-appropriate listening skills.<br><br>Children's attendance will improve.<br><br>Increased attainment in communication and language and Literacy<br><br>Increased Parental engagement |
| | To encourage parental engagement and confidence<br><br>To promote language skills and understanding the world-Real life learning experiences | Widening children's life experience | Lack of experiences in the wider world<br><br>Speech, language and communication difficulties<br><br>Supporting children's social, emotional and mental health | **Trips and visits**<br><br>**Autumn Term**<br>**Visit from Yorkshire Owl Experience**<br>**Cinema Trip**<br><br>**Spring Term**<br>**Visit from Junk Orchestra** | High Impact<br><br>+6 months | Letters to parents<br>Transport<br>Designated space for the activity | <u>Autumn Term</u><br>Owl £190<br>Cinema £80<br><br><u>Spring Term</u><br>Junk Orchestra £720 | Children's communication and language skills will be improved.<br><br>Increased Parental engagement |

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| | | | | **Summer Term**<br>**Farm Experience**<br>**Bridlington Seaside Trip**<br>**Living Eggs** | | | <u>Summer term</u><br>Farm £721<br>Coach to Bridlington £1200<br>Beach Chalet Hire £200<br>Beach Toys £75<br>Living Eggs £318 | |
| **SPECIFIC STRATEGIES FOR 2 YEAR-OLDS** | | | | | | | | |
| **WIDER STRATEGIES** (for example, related to attendance, behaviour, wellbeing) | To raise children's attainment in communication and language and improve children's listening skills.<br><br>To increase children's vocabulary.<br><br>To raise attainment in PSED. | Supporting children's learning needs<br><br>Supporting Parental Engagement and Learning | Speech, language and communication needs<br><br>Difficulties in self-regulation | **Song Bags**<br><br>Children receive a song bag each half term to support them to learn a traditional nursery rhyme.<br><br>**Interest Story Books**<br>Children receive a book linked to their interest for example characters they like and story is shared with child and parent to take home. | High Impact<br><br>+6 months<br><br>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<br><br>Resources to support interactive reading | £15 per book and prop Autumn £150 | Children will demonstrate age-appropriate listening skills.<br><br>Children will develop a love of songs and rhymes and be able to recall some keywords from familiar songs.<br><br>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.<br><br>To increase children's vocabulary. | Supporting children's learning needs<br><br>Supporting Parental Engagement and Learning | Speech, language and communication needs<br><br>Difficulties in self-regulation<br><br>Physical difficulties<br><br>Limited access to a wide range of sensory | **Sensory Days**<br><br>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. | High Impact<br><br>+6 months | Sensory resources to use in school<br><br>Sensory learning bags to send home | £100 per session for all sensory resources and bags | Children will demonstrate age-appropriate listening skills.<br><br>Increased Parental engagement<br><br>Children will demonstrate ag-appropriate self- |

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| | To raise attainment in PSED.<br><br>To develop parental confidence in supporting children's learning at home | | resources and experiences. | Children take a small bag of sensory resources home with them to continue the opportunities at home. | | | | regulation and increased physical skills. |
| **SPECIFIC STRATEGIES FOR 3-4 YEAR-OLDS** | | | | | | | | |
| **TARGETED ACADEMIC SUPPORT** (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<br><br>Difficulties in self-regulation.<br><br>Speech, language and communication difficulties<br><br>Supporting children's Social, Emotional and Mental Health | **Weekly Dance sessions.**<br>One staff member to lead and provide consistency for the group attending | High Impact<br><br>+5 months<br><br>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.<br><br>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<br>Difficulties in self regulation and managing difficulties | **Wildlife and Woodland Sessions**<br>Weekly teacher led active play sessions in woodland area with forest school activities | Moderate Impact +4 months Physical Development | Tools,<br><br>waterproofs,<br><br>small shed | £500<br><br>Muddy Puddles £500<br><br>Total Autumn £1000 | Children will demonstrate active learning skills, motivation, concentration an understanding of the world. |

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| **WIDER STRATEGIES** (for example, related to attendance, behaviour, wellbeing) | To raise children's attainment in communication and language and improve children's listening skills.<br><br>To raise attainment in Literacy. | Supporting children's learning needs<br><br>Supporting Parental Engagement and Learning | Speech, language and communication needs<br><br>Difficulties in self-regulation | **Core story book**<br>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.<br><br>Staff members record the core story for parents to watch via Learning Journals.<br><br>Interactive story sessions for book gifting to support parental strategies in using children's books. | High Impact<br><br>+6 months<br><br>Reading to young children and encouraging them to answer questions and talk about the story is an effective approach. | Core Story purchase<br><br>Resources to support interactive reading | Core text 4x£10 per term<br><br>Autumn £340 | Children will demonstrate age appropriate listening skills.<br><br>Children will develop a love of books and be able to talk about their favourite books.<br><br>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.<br><br>To raise children's attainment in communication and language and develop listening skills. | Supporting children's learning needs<br><br>Supporting parental engagement | Supporting the Home learning environment<br><br>Increase parental engagement | **Early Words Together**<br>Parents invited to weekly sessions with their child with resources linked to Core Story Text | Early Literacy approaches +4 months<br><br>Communication and Language Approaches +7 months<br><br>Approaches that focus on developing parents own skills can have a high positive impact. | Book and resources purchased | £100 per half term Autumn £200 | Children's communication and language will develop appropriately and children will demonstrate an increased range of vocabulary.<br><br>Children will develop a love of books and be able to talk about their favourite books. |
| **Total Spending** | | | | | | | | **Autumn Term £4,490** |

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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 2025 to 2026 academic year.

| Number of children accessing EYPP funding in 2025-2026 | | EYPP Funding received |
|---|---|---|
| **Autumn term** | 20 | £3800 |
| **Spring Term** | 24 | £4560 |
| **Summer term** | 32 | £6080 |
| | **Total EYPP funding received:** | £14, 440 |

### Impact of Strategies

| Expenditure of EYPP funding 2025-2026 | | Impact of EYPP interventions |
|---|---|---|
| **Wildlife and Woodland** | 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 50% achieving age related expectation across the prime areas and literacy and maths.<br><br>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.<br><br>Areas of learning to be targeted include Literacy, including vocabulary and early writing, and Expressive Arts and Design.<br><br>Attendance of EYPP children was monitored across 3 terms with improvements seen across the year as a whole. EYPP attendance is higher that the whole cohort and National average. |
| **Music Sessions** | All EYPP children were able to access weekly music sessions with singing and movement and use of percussion. | |
| **Core story books** | 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. | |
| **Trips** | 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 | |
| **Additional home visits with home learning** | 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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| | | Autumn | Spring | Average | |
| | | 79.75% | 78.25% | 73.9% | Whole School |
| | | 82.25% | 74% | 79.8% | EYPP |
| | | | | 73.4.% | National Average |

## Externally provided programmes

| Programme | Provider |
|---|---|