Willington Primary School: Early Years Pupil Premium strategy statement 2026-27

Our Context

We have 6 eligible children in our early years provision who qualify for EYPP funding. We will receive approximately £655 per eligible child this year.

Identified Needs

Based on our baseline assessments and observations, our EYPP-eligible children show particular needs in:

- **Communication and language development** – delayed vocabulary and speaking skills
- **Personal, social and emotional development** – building confidence and self-regulation
- **Early literacy skills** – phonological awareness and mark-making

Challenges

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

In-School Barriers	
A	Children enter with skills in the prime areas that are developmentally lower than expected
B	Communication and Language development are below age related expectations.
C	Children's physical and emotional development is delayed and children need additional support with self-help skills (toileting) and emotional regulation.
D	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.
E	Lower levels in prime areas impacts the gap between EYPP and non-EYPP in all other areas

Outcomes

Desired outcomes and how they will be measured		Success criteria
A	Improve skills in the prime areas	More children meeting age related expectations or better by the end of the academic year.
B	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	Children will respond to an adult who is engaging with them by looking. Children will recognise the adult has made some form of communication and

	Children will continue to access interventions to support their speech and language development. Most will make rapid and sustained progress and will have an increasing level of known and used vocabulary	they will receive this and start to process it. 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. More eligible pupils will leave nursery on-track in 'communication and language' than there were at the start of the year. Wellcomm assessments throughout the year will show improvement in speaking, listening and understanding.
C	Children will understand their feelings, develop strategies when managing their own behaviour and their general well-being within school will be higher.	More children will meet at least age-related expectations in PSED by the end of the academic year Children will recognise and name some of the common emotions. Children will be observed dealing with conflict whilst playing with peers Children will be able to manage change and follow instructions given by familiar adults without becoming withdrawn or throwing a tantrum Children will demonstrate reduced levels of anxiety, more easily managing change and requests
D	Children will develop a love of reading and be given additional opportunities in school to listen to and share stories. Children will have an increasing level of known and used vocabulary.	EYPP children's attainment in literacy will be similar to their peers. Children will be able to join in re-telling some familiar stories. Children are taken to the library to read stories and borrow books. Parents are encouraged to join in with the visits.
E	The gap between EYPP and non EYPP will be reduced	Children to make accelerated progress by the end of the year, meeting age related expectations or better.

Planned Expenditure

Our Three-Strand Approach

1. Developing Quality Practice (Professional Development)

What we'll do:

- Enrol 2 staff members in the local early years stronger practice hub's training on supporting language development
- Purchase the Wellcomm speech and language toolkit training for all EYFS staff (£500)
- Staff to engage in Ready Steady Go interactions toolkit and implement into everyday practice.
- Introduce fortnightly coaching sessions focused on quality interactions

Expected impact:

- Staff will use evidence-based strategies to support language development
- All disadvantaged children will benefit from enhanced quality teaching
- 80% of EYPP children will make accelerated progress in communication and language

2. Tailored Personalised Support

What we'll do:

- **Small group language interventions** – 3 x 15-minute sessions per week using Wellcomm resources
- **1-to-1 storytelling sessions** – daily 10-minute sessions with a trained TA for children needing additional support
- **Nurture group provision** – twice-weekly sessions for children needing PSED support (max 4 children)
- **Ready Steady Go toolkit –** Embedded into everyday good practice.

Resources needed:

- Additional TA hours: £2,500
- Wellcomm assessment and intervention resources: £300
- High-quality books for 1-to-1 reading: £200

Expected impact:

- 75% of EYPP children receiving targeted support will meet age-related expectations by end of year
- Improved engagement and confidence in learning activities

3. Leading, Planning and Sustaining

How we'll monitor:

- **Termly progress reviews** using our assessment tool to track EYPP children's progress

- **Half-termly intervention reviews** to evaluate effectiveness and adapt support
- **Pupil progress meetings** specifically discussing EYPP children's outcomes
- **Parent partnerships** – termly meetings with parents of EYPP children to share progress and strategies for home learning

Leadership actions:

- EYFS lead to oversee strategy implementation
- Regular learning walks focusing on quality interactions
- Sharing good practice in staff meetings

Total Budget Allocation

Activity	Cost
Professional development (Wellcomm training)	£500
Wellcomm resources	£300
Additional TA hours for interventions	£2,500
High-quality books	£200
Early years hub training (free)	£0
Total	**£3,500**

Review Date

We will review this strategy in July 2027 and publish an updated version by December 2027.