Early Years Pupil Premium Strategy Statement
Clapgate Primary School 2026 - 27

This statement details our school's use of early years pupil premium funding to help improve the attainment of our disadvantaged pupils.
It outlines our early years pupil premium strategy and how we intend to spend the funding in this academic year. Moving forwards, it will also include the effect that the previous year's spending of pupil premium had within Early Years at Clapgate.

From April 2015 additional funding was made available from the Government for the school to use to further support the needs of some of our nursery children.
The criteria for eligibility for EYPP is:

- Children from low-income families (as defined by the criteria for free school meals)
- Children who have been looked after for one day or more (Children's Social Care)
- Children who have left care under a special guardianship order or child arrangement order in England and Wales

School overview

Detail	
Number of pupils in nursery	25 (N1 & N2)
Number of pupil premium eligible pupils	10
Academic year/years that our current pupil premium strategy plan covers	2026-2027
Date this statement was published	December 2026
Date on which it will be reviewed	Annually
Statement authorised by	Lydia Jessop
Pupil premium lead	Lydia Jessop
Governor / Trustee lead	Emma Pogson-Golden

Funding overview

Detail	2026-27
Pupil premium funding allocation this academic year	£6550 (Nursery PP) + £7085 (Nursery extra funding for PP)
Total budget for this academic year	£13,635

Early Years Pupil Premium Strategy Plan

Statement of intent

At Clapgate Primary School, we believe that every child deserves the opportunity to make a flying start to their education, regardless of their background, circumstances or starting point. Guided by our school mission to create memories, nurture talents, spark curiosity, raise self-esteem and aspirations, motivate healthy lifestyles, and equip children with the skills and attitudes they need to become happy, successful and caring individuals, we are committed to ensuring that Early Years Pupil Premium (EYPP) funding is used effectively to improve outcomes for our most disadvantaged children.

The Early Years Foundation Stage is a vital bridge between home and school. We recognise that positive early experiences, secure relationships and high-quality interactions lay the foundations for future success. Through our EYPP strategy, we aim to remove barriers to learning, provide equitable opportunities and ensure that all children are able to thrive academically, socially and emotionally.

Our approach is underpinned by our Golden Threads. We want all children to develop:

- Spark by fostering imagination, creativity and curiosity about the world around them.
- Grit by building confidence, resilience and a positive attitude towards challenge.
- Team by developing strong communication, language and collaboration skills.
- Humanity by nurturing kindness, respect and positive relationships.
- Knowledge by providing rich experiences that help children become enthusiastic learners and knowledge seekers.

We recognise that communication and language are central to children's success in the Early Years and beyond. Therefore, a key priority of our EYPP strategy is to provide high-quality language-rich experiences, targeted support and skilled adult interactions that enable children to develop their vocabulary, speaking, listening and understanding. We are committed to ensuring that every child has a voice and feels confident to express themselves within a safe and nurturing environment.

We believe that strong partnerships with parents and carers are essential. Working collaboratively with families, we seek to build trusting relationships, value parental contributions and ensure that support is tailored to each child's individual strengths and needs. By working together, we can create the best possible conditions for children to flourish both at home and school.

Through carefully targeted interventions, enriched learning opportunities, outdoor learning experiences and high-quality teaching, we aim to ensure that disadvantaged children can access the full breadth of our Early Years curriculum and develop the knowledge, skills and dispositions needed for future success.

We will rigorously monitor the impact of EYPP funding and use evidence-informed approaches to ensure resources are directed where they will have the greatest benefit. Our ambition is that every child leaves the Early Years at Clapgate as a confident, capable and enthusiastic learner who is ready for the next stage of their education and able to achieve their full potential.

Challenges

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

Challenge number	Detail of challenge
1 Communication and Language	A large number of children start school with poor speaking and listening skills, including limited vocabulary. Initial assessments show us that many children are working at below age-expected levels of communication. PP vs Non-PP 2025-26 data showed -41.6% gap in speaking
2 Literacy	Some of our children have a very limited exposure to books, stories and reading opportunities at home. Sometimes this is due to parents not being confident readers themselves. Many of our children find fine motor skills tricky which leads to challenges when learning to write. PP vs Non-PP 2025-26 data showed -43.1% gap in comprehension PP vs Non-PP 2025-26 data showed -47.1% gap in writing
3 Mathematics	PP vs Non-PP 2025-26 data showed -43.9% in Number and Numerical Patterns.
4 Lack of experiences	Our most disadvantaged children often have very limited experiences of the world around them/outdoors, which would support the foundations for learning.

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. The intended outcomes link to our intended outcome on the whole school pupil premium strategy ‘to close the gap between pupil premium and non-pupil premium children as early as possible.’

Intended outcome	Success criteria
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.	More eligible pupils will leave nursery 2 expected in ‘communication and language’ than there were at the start of the year. Assessments throughout the year will show improvement in speaking, listening and understanding. Intervention records will show progress in children's Communication and Language skills across the year.
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 will have increased opportunities to access rich, real life learning experiences in nursery and outside of nursery eg cooking, chicks or ducklings hatching, Fire fighters & engines, sports activities, outdoor learning (campfire, goats, chickens etc)	Children's attainment in Knowledge and Understanding of the World and Physical Development will be mostly in line with their peers.
Children's attendance will improve across the year, to close the gap between their attendance at the start of the year and nursery's target attendance 95%.	The majority of children will have increasing levels of attendance. Attendance across school will be greater than it was at the start of the year.
Families will be supported in school and signposted to external services where needed. As a result, children's wellbeing will improve and their learning and development will progress alongside increased engagement from parents in learning at home.	EYPP children will make progress in line with their peers. Feedback from families will confirm that they feel supported by school and have increased knowledge of how to support their child's learning and development at home.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6,817.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching including adaptive teaching	EEF https://educationendowmentfoundation.org.uk/news/seeing-the-learner-inclusive-teaching	1, 2, 3, 4
CPD on high quality interactions (e.g. SHREC, SST,	EEF identifies high-quality interactions and adult-child communication as key drivers of early language development. Children from disadvantaged backgrounds particularly benefit from explicit vocabulary teaching.	1, 2

and scaffolding conversations) for EYFS staff		
Continue to embed vocabulary-rich teaching across the curriculum and explicitly teach vocabulary using vocabulary progression documentation provision prompts.	Research shows oral language approaches have a high impact on learning and support later reading comprehension and attainment.	1, 2
Staff training on developing fine motor skills and mastering number	Developing fine motor control and hand strength supports children's readiness for writing and can reduce gaps in early literacy. Evidence suggests early maths interventions and mathematical language improve later attainment and help close disadvantage gaps.	2, 3
School involvement within the local authority Movement Play Project which will run	'Learning through Movement in the Early Years' – Critical Publishing 2015, Sharon Tredgett https://www.education.ox.ac.uk/oxford-education-deanery/digest/the-role-of-movement-in-early-childhood-education-insights-from-the-movers-research/ https://educationendowmentfoundation.org.uk/early-years/toolkit/physical-development-approaches	1, 2, 3, 4

across the full year.		
Release time for teachers	Targeted assessment enables early identification of barriers and timely intervention https://www.eis.org.uk/Content/images/Campaigns/QualityEducation/WorkloadResearch.pdf https://assets.publishing.service.gov.uk/media/5aa15d24e5274a53c0b29341/Factors_affecting_teacher_retention_-_qualitative_investigation.pdf	1, 2, 3, 4
CPD for nursery class teacher on Squiggle whilst you Wiggle (literacy) and Dough Disco (fine motor)	Limited research on these specific programmes, although one school has conducted research on Squiggle whilst you Wiggle: https://bpb-eu-w2.wpmucdn.com/blogs.bristol.ac.uk/dist/6/786/files/2025/09/Walverden-Case-Study.pdf. Broader motor development theory supports the use of these programmes, but it is important to track them and be mindful that they are good engagement and movement tools for early mark making rather than a standalone tool to address writing or SEND difficulties. Although there's not official research on the scheme, the programme was developed to ensure children use whole body gross motor movements to build physical readiness for writing. It looks at the brain-body connection using movement. Dough Disco focuses on hand strength (building hand and finger control) before writing. The evidence base for this comes mainly from broader developmental research on fine motor skills, playdough manipulation, and movement and music.	2
New Phonics Scheme - Little Wandle Foundations for Phonics (oral blending and initial sounds using rhymes and songs)	https://researchschool.org.uk/pinnacle-learning/news/leading-phonics-implementation-an-evidence-informed-journey *Little Wandle Letters and Sounds Revised* is based on research in the Reading framework plus research about the neuroscience of reading by experts such as Daniel Willingham (***The Reading Mind***, Jossey Bass 2017) and Stanislas Dehaene (***Reading in the Brain***, Penguin Books 2010 and ***How We Learn***, Penguin Books 2021).	1, 2
Increased opportunities for sharing stories and rhymes in	There is a direct link between children's exposure to high quality stories and rhymes at an early age, along with their level of vocabulary at age 3 and future attainment. *"The number of words a child has heard and can speak by the age of three is a predictor of later language development, so these early vocabulary gains are critically important." (Reading Framework 2021)*	1, 2, 3, 4

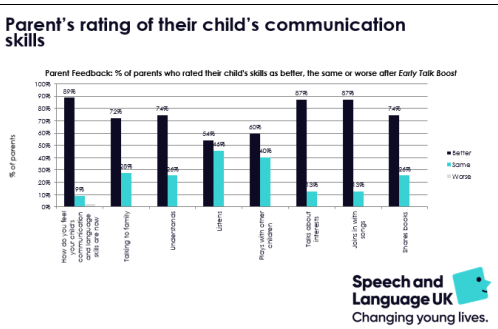
school (daily) Weekly visits to the school library for story sessions Invite parents and carers into school at regular intervals to engage in children's learning. Share stories with families in different languages so those with limited English can access books and stories more easily		
Carefully planned reading spine covering a range of different	"While phonics teaches children to decode, a carefully planned reading spine systematically develops the language comprehension strand through rich syntax, background knowledge, and narrative structures." (EEF)	1, 2

types of books. Categories include PSED, Understanding the World, love for reading, culture, tolerance and diversity and a traditional tale. Carefully mapped out nursery rhyme and song progression from nursery to the end of EYFS.		

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

Budgeted cost: £3,408.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Talk 'Talk Boost'		1

Intervention	 https://speechandlanguage.org.uk/educators-and-professionals/programmes-for-nurseries-and-schools/talk-boost/early-talk-boost/ https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-talk-boost-second-trial	
Speech & Language HLTA – dedicated intervention to deliver Chatterbugs	https://www.local.gov.uk/case-studies/speech-and-language-support-reduces-speech-therapy-referrals-90-cent-two-years#the-impact	1
Chatterbugs- private speech therapy	https://chatter-bug.com/intervention_first/	1
Research and begin implementing Welcomm	https://www.strongerpracticehubs.org.uk/sites/default/files/uploads/docuemnt/33/Posters%20%2817%29_0.pdf https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language https://educationendowmentfoundation.org.uk/projects-and-evaluation/evaluation/eef-outcome-measures-and-databases/early-years-measures-database/early-years-measures-database-list/measure/wellcomm https://educationendowmentfoundation.org.uk/projects-and-evaluation/evaluation/eef-outcome-measures-and-databases/early-years-measures-database/early-years-measures-database-list/measure/wellcomm	1

Pegs to Paper	The research evidence behind Pegs to Paper (co-developed by educational psychologist and former National Handwriting Association Chair **Dr. Angela Webb**) relies on established child development theory and practice-based school case studies rather than large-scale, independent randomized controlled trials (RCTs). Case studies: https://zenexbrands.com/beyond-handwriting-building-language-confidence-and-processing-skills/	2

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

Budgeted cost: £3,408.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Home learning	Providing resources to support learning at home can increase parental confidence and children's exposure to language and literacy.	1, 2, 3
Subsidised educational visits	Enrichment activities help build background knowledge, vocabulary and cultural capital that support learning across the curriculum.	4
Family support and signposting	Early support for families can improve attendance, wellbeing and engagement with school.	4, 5
Whole school drive to improve attendance	Strong attendance is linked to improved educational outcomes and enables access to high-quality teaching	5
Weekly lending library or story sack	Regular access to books supports vocabulary acquisition, language development and reading enjoyment.	1, 2
Parental involvement sessions	Parental involvement sessions develop parents' understanding of early learning and strengthen home-school partnerships, enabling learning to continue beyond the classroom. Sessions provide opportunities for practitioners to model language-rich interactions and support families in developing children's vocabulary, speaking and listening skills. Positive relationships between parents and school staff contribute to improved	1,2,3,4

	engagement, confidence and wellbeing for both children and families.	
Well-planned transition procedures, including home visits and stay and play sessions.	Transition arrangements help to build positive relationships with parents, enables teacher and TAs to develop a clear understanding of individual children's needs and plan support/ early intervention based around this.	1, 2, 3, 4

Total budgeted cost: £ 13,635

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025-26 academic year.

GLD Data Outcomes

- Latest GLD position: 59.3% in 2025/26, below the national average. This is higher than the previous year.
- Contextual position: Three-year average actual GLD is lower than predicted
- Children with English as their first language were statistically lower than the national average at achieving GLD (-17.5ppt)
- Children eligible for free school meals: emerging evidence of being lower than the national average (-38.1ppt)

Academic Year	Number of children not FSM	Not FSM GLD (%)	Number of FSM children	FSM GLD (%)	Absolute gap (ppt)
2023/24	36	72.2%	10	40%	32.2
2024/25	40	52.5%	13	38.5%	14
2025/26	47	70.2%	12	16.7%	53.5

- Strongest PP Outcomes were in Physical Development (68.8%) and Personal, Social and Emotional Development (50%).
- Greatest areas of concern: Writing (PP EXS 25%), Comprehension (PP EXS 31.3%), Number & Numerical patterns (PP EXS 37.5%), Understanding the World (PP EXS 31.3%), Speaking (PP EXS 37.5%)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
