

Part B: Review of outcomes in the previous academic year

Early Years Pupil Premium (EYPP) strategy outcomes

This section details the impact of our pupil premium activity during the 2025 to 2026 academic year.

End-of-year (EOY) data showed that 40% of children receiving EYPP funding achieved age-related expectations (ARE). Overall progress from their starting points demonstrated that children developed greater confidence and resilience, preparing them well for the next stage of their education.

To support children's writing development

Funding supported and further enhanced mark-making opportunities. Busy Fingers sessions and engaging fine-motor activities strengthened the skills children needed for writing. Training delivered by HfL equipped staff with strategies and activities to develop children's hand strength, coordination and confidence when using writing tools. As a result, children became more confident in making marks, using tools effectively and recording their ideas.

EOY data showed that 60% of children made two or more steps of progress and 47% achieved age-related expectations in Goal 4 – writing.

To support children's communication & language

Talking Time, a focused language intervention, enabled children to take part in high-quality interactions and vocabulary-rich experiences. These opportunities strengthened their communication skills throughout the year. As a result, children used longer sentences and a wider range of vocabulary and communicated their needs with greater confidence.

WellComm screening identified children who required additional support with communication and language. Children improved their listening, understanding and vocabulary, and communicated with adults and peers more confidently. Early identification and targeted support helped to narrow gaps and improve outcomes for vulnerable learners.

EOY data showed that 100% of children made two or more steps of progress and 60% achieved age-related expectations in Goal 2 - communication.

To support children's shape and space development

Maths training encouraged staff to focus learning on the mathematical stages of development linked to our curriculum goal. The appointment and development of two maths champions strengthened mathematical opportunities throughout the environment. Staff became increasingly aware of the importance of modelling mathematical language, and children benefited from more intentional mathematical interactions.

Talking Time was also used with a mathematical focus. Through language-rich interactions, children were encouraged to express their mathematical ideas and give reasons and explanations.

Consequently, children became increasingly confident in using mathematical language and applying their understanding during play and adult-led activities.

Children also received maths-themed storybooks, including Ten Little Pirates and Ten Little Chicks, together with practical resources and a parent-child shared-reading guide with a mathematical focus. These resources encouraged families to explore early counting, number recognition and mathematical language at home. Parents and children responded very positively to the maths storybook bags and enjoyed sharing the stories and resources. The practical props helped children engage with key mathematical concepts through play and storytelling.

EOY data showed that 60% of children made two or more steps of progress and 67% achieved age-related expectations in Goal 5 – Shape.

To support children with additional barriers to learning

Wellbeing bags were hand-delivered to parents. Parents reported feeling valued, supported and connected to the setting, which strengthened engagement and positive home-school partnerships.

All parents who responded said that receiving a bag made them feel valued.

Children with moderate and complex learning needs received targeted communication and language support through personalised interventions, adapted teaching strategies

and enhanced adult interaction. Approaches included Intensive Interaction, additional visual supports, communication mats and augmentative and alternative communication (AAC) devices.

As part of our commitment to promoting language, literacy and family engagement, all families attended a library visit and received Bookstart packs. Home languages were identified for children with English as an Additional Language (EAL), and each child received an additional book in their home language. This supported language development and strengthened each child's sense of belonging. Parents responded positively and described the home-language books as a valuable and thoughtful initiative.

EOY data showed that 63% of with EAL reached ARE and 100% made 2 or more steps of progress from their starting point in Goal 2 – communication.

EOY data showed that 100% of children in Rainbow classes made progress from their starting points.

To support children's Social, Emotional and Mental Health needs

Weekly Acorn nurture sessions provided a small group of children with consistent staff and a safe environment in which to build trusting relationships. Individual targets helped children work through emotional and social challenges. Planned activities focused on cooperation, sharing and conflict resolution. Children then transferred these skills to the classroom, where they became more confident and cooperative and increasingly persevered and resolved difficulties during play.

Emotion Coaching training was initially delivered to staff. Following its positive impact on children's emotional wellbeing and behaviour, it was extended to EYPP parents to establish a consistent approach across home and school. Children developed a broader emotional vocabulary and a stronger understanding of feelings, enabling them to communicate their needs more effectively. They demonstrated improved self-regulation, resilience and emotional awareness, and greater confidence in managing emotions, resolving conflicts and seeking support from trusted adults. The shared approach between staff and families strengthened children's emotional security, wellbeing and readiness to learn.

Children received The Colour Monster book and related resources to use at home. Because the book was also used regularly in school, children became more able to

identify and label their emotions. The accompanying strategies helped them explain how they felt and what support they needed. They began to understand that emotions could be recognised and managed, which fostered resilience.

As a result, 80% made two or more steps of progress, and 53% achieved age-related expectations in Goal 1 – Emotions.