The Orchard Nursery - Early Years Pupil Premium Strategy Statement

1. Summary information					
School	The Orchard Nursery				
Academic Year	Sept 2026-Sept 2027			**Date of most recent EYPP Review**	Sept 2026
Total no. of pupils 96		**Number of pupils eligible for EYPP**	11 children 10% EYPP	**Date for next internal review of this strategy**	September 2027

2. Statement of Intent

To ensure that children in receipt of Early Years Pupil Premium funding are able to access their learning with the same freedom that their peers do. Any obstacles that present challenges based on their vulnerable grouping will be removed and a fully inclusive learning environment, with high aspirations for all, will prevail. Our aim for disadvantaged pupils is to ensure that their progress, attainment and health is at least as good as non-disadvantaged students. We aim to reduce the current achievement gap that, for many disadvantaged pupils, still exists. We are determined, through planned focused and purposeful actions, to accelerate the progress of disadvantaged pupils, to improve their life chances. All practitioners will be expected to make every effort so that this gap is consistently reducing to enable disadvantaged children to succeed through a wealth of enriching curriculum experiences at The Orchard Nursery.

3. Barriers to future attainment (for pupils eligible for EYPP)

Academic barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	Some children have poor communication skills on entry
B.	Some of the EYPP children fall into vulnerable groups such as SEND and need further support
C.	Some of the children who have SEND or EYPP have a restricted/poor diet due to needs or poverty
Additional barriers *(including issues which also require action outside school, such as low attendance rates)*	
E.	A number of children eligible for EYPP have delayed physical skills

4. Intended outcomes	Success criteria

A.	Improve communication skills for children eligible for EYPP for transition to reception (C&L)	For the data to show majority of EYPP children are on track to meeting developmental age appropriate milestones for communication and Language development.
B.	To improve social interactions for children eligible for EYPP for transition to reception (PSE)	For the data to show majority of EYPP children are on track to meeting developmental age appropriate milestones for Personal, Social and Emotional Development.
C.	To improve children's healthy lifestyles for children eligible for EYPP which may be compromised by poverty.	Children's health and wellbeing is raised throughout the year.

5. Planned expenditure

Academic Year	**2026-2027**

i. Quality of teaching for all

Desired Outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**
To deliver quality teaching to all EYPP children to ensure children maximise their learning and provide sufficient challenge to accelerate learning across the prime areas.	Key workers will identify their EYPP children, observe and track their progress and offer additional support where needed.	Our planning and activities require a more individual approach to learning and progress. Keyworkers get to know children very well and observe children in the moment to enable children to follow their interests. This allows practitioners to move children's learning forward.	Observations are completed in focus weeks, which take place 6 times a year. Key workers will use our 'Orchard Goals' as a guide alongside teacher knowledge to assess each child's development and their readiness for school. The key worker will share their assessments and highlight progress and any concerns. Concerns meeting with supervisors and managers will further identify children that need extra input and support.	Manager and deputy

ii. Targeted support

Desired Outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**

To improve communication skills of EYPP children	Individual and small group work with trained member of staff using Elklan and Wellcomm strategies in our speech and language (Blossom) room for targeted IEP work. To organise a speech and language intervention programme that focusses on developing children's all round communication skills. Activities such as Read, Write, Inc to promote love of reading and communication.	Children need to be able to understand and communicate effectively before they can make progress in other areas of learning. Starting points show concerns for communication skills for EYPP children	Clear programme of work. Focussing on individual child's next step in communication, depending of level of need. Observations to be evidenced on eyLog showing activities completed and progress made. Track progress using wellcomm toolkit. Trained member of staff to inform keyperson of strategies used in the blossom room so that these skills can be transferred in the classroom. Monitored by manager and deputy.	Trained member of staff. Key person Manager and Deputy
To improve social interaction of EYPP children	Individual and small group work with trained member of staff in our blossom room. Activities to enhance social skills such as music and movement sessions in a group situation. Outings to Great Oaks nursing home to promote interactions with the community.	Social skills help children to form positive relationships, have conversations, develop body language, cooperate, share and play together. Having well developed social skills also leads to improved mental capacity and cognitive abilities, as well as good overall mental health	Highly skilled member of staff to coordinate children in small groups focussing on their individual level of need. Observations to be evidenced on eyLog showing activities completed and progress made. Trained member of staff to inform keyperson of strategies used in the blossom room so that these skills can be transferred in the classroom. Monitored by manager and deputy.	Trained member of staff. Key person Manager and Deputy
To improve children's healthy lifestyles for children eligible for EYPP which may be compromised by poverty.	Children eligible for EYPP will be provided with a two-course hot meal, as well as healthy snacks through their sessions free of charge.	Both gross motor skills and fine motor skills are needed for children. They are also important for health as children need to move to be active.	Clear programme of work. Focussing on individual child's next step in fine motor skills, depending of level of need. Observations to be evidenced on eyLog showing activities completed and progress made. Children have increased interest in trying out new foods and engage in a more varied healthy diet. Children show understanding of what constitutes a healthy diet. Monitored by manager and deputy.	Trained member of staff. Key person Manager and Deputy
			Total budgeted cost	£3,000

iii. Other approaches

Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
EYPP children to achieve the same level of physical development as their peers	Squiggle whilst you wiggle activity during outside play for children who may not have a garden. Sports Sessions with sports coach to improve physical health and wellbeing.	Being physically active helps build a healthier body composition, stronger bones and muscles. It also improves the child's cardiovascular fitness. Children who have higher levels of physical activity during their childhood are likely to be more active even after they mature. This is important for better health and wellbeing.	Squiggle whilst you wiggle sessions implemented to strengthen gross and fine motor skills. Liaising with sports coach to share children's progress during sports sessions.	Manager