



Early Years Pupil Premium Expenditure Report 2025-26

Number of children and early years pupil premium grant (EYPP) received				
Total number of children on roll	102 children			
Total number of looked after children (LAC)	2 children			
Total number of children eligible for EYPP	Autumn Term 2025 4 children	Spring Term 2026 5 children		Summer Term 2026 3 children
Total amount of EYPP received	£900.00	£825.00		£621.00
Overall amount of EYPP received for the academic year	£2,346			
Performance of disadvantaged children				
% of children working below age related expectations in prime areas on entry	PSED 100%	PD 100%		CL 100%
% of children at age related expectations (or exceeding) in prime areas of learning at end of year	PSED 33%	PD 33%		CL 33%
% of children working below age related expectations in all specific areas of learning on entry	Lit 100%	Maths 100%	UTW 100%	EAD 100%
% of children at age related expectations (or exceeding) in specific areas of learning at end of year	Lit 33%	Maths 33%	UTW 33%	EAD 33%

Record of EYPP spending by item/ project			
Item/ project	Cost	Objective	Expected Outcomes
Training: Inside the Sensory World: Environments That Help Children to Thrive	£112.32	- In the Early Years, every child is discovering who they are and how they learn. Some are curious explorers, others quiet observers. Some may need extra time, sensory support, or communication tools to help them thrive. - As early years practitioners, our role is to create environments where all children feel safe, valued, and able to learn in their own way.	- Sensory processing plays a vital role in how young children explore, communicate and learn. By recognising and responding to individual sensory needs, we can build inclusive spaces where every child feels understood and supported. - To learn what sensory processing is and how it affects development. - To learn why some children experience sensory challenges. - To learn how sensory differences impact play, learning, and emotional regulation. - To learn how simple, effective adaptations to make your environment more inclusive.
Autism Education Trust Training: Good Autism Practice	£279.55	- Staff to develop knowledge and understanding of good autism practice. - Staff to reflect on and improve practice in working with autistic pupils. - Staff to understand strategies and approaches that can be used for autistic pupils.	- Staff to reflect on the information that is needed to be collected for the one page profile and for the pupil-centred education plan. - Staff to consider to involve the autistic pupil and their family in the pupil's education. - To embed and enhance inclusive practice for autistic pupils.

Training: Growing Brains Guiding Behaviour	£166.98	• An overview of brain development in young children. • Adaptations you can make to your environment and routines in order to shape children's interactions and positive behaviour. • Practical relational strategies to support adults to respond in a sensitive and appropriate way. A review of our schools setting behaviour and relationship policy to include relational approaches to behaviour.	• Staff to gain a better understanding of brain development in young children and how this can affect their behaviour and to share this with knowledge with the wider team. • Consider how adults can pre-empt and respond to dysregulated behaviour in an age and stage appropriate way. • Give staff the opportunity to review schools current behaviour and relationships policy to make it more appropriate for supporting young children displaying dysregulated behaviour. The revised policy to be shared with the wider staff team and parents.
Rise Early Years Conference 2026 Health, Wellbeing and Learning in the Early Years	£409.74	• To develop knowledge around regulation in the early years. • To develop knowledge around nature-based language development • To develop knowledge around the connection between movement and cognition.	• Staff to leave the conference with enhanced professional confidence and practical takeaways. • Staff to disseminate the training to the wider teaching and learning team to influence and shape practice. • Networking opportunities to reflect upon practice from other early years settings and schools and share best practice.

CODY- Education Set	£360.00	• Provide children with targeted, adult-supported opportunities to develop sequencing, logical thinking and problem-solving through practical coding challenges. • Strengthen communication and language through modelling positional vocabulary and encouraging children to explain their choices and discuss solutions. • Develop confidence, perseverance and cooperation through accessible small-group activities involving shared planning, turn-taking and trial and error.	• Children to demonstrate greater independence in planning simple routes, sequencing instructions and correcting mistakes, evidenced through observations. • Children use a wider range of positional and sequencing language, such as “forward”, “turn”, “first” and “next”, when explaining their thinking. • Children sustain engagement for longer, persevere when challenges arise and collaborate more confidently, with progress reviewed against their starting points.
Learn Play Nexus Matz Box	£240.00	• Provide children with targeted opportunities to develop coordination, controlled movement and spatial awareness through stacking and construction. • Strengthen communication and early mathematical language through adult-supported exploration of size, shape, position and balance. • Encourage creativity, perseverance and cooperation through open-ended building activities and shared imaginative play.	• Children demonstrate greater control and independence when positioning, stacking and balancing pieces, evidenced through observations against their starting points. • Children use a wider range of descriptive and mathematical vocabulary, such as “taller”, “smaller”, “on top” and “under”, to describe their constructions. • Children sustain engagement, adapt their designs when difficulties arise and increasingly share ideas and resources with others.

Go Twist and Scoot		£600.00		• Provide children with regular, supported opportunities to develop balance, coordination and gross motor control through riding and scooting. • Build confidence and perseverance through physical challenges matched to children's starting points, progressing between riding and scooting as appropriate. • Develop spatial awareness and cooperative play through guided activities involving steering, stopping, sharing equipment and taking turns.	• Children demonstrate improved balance and coordination, moving, steering and stopping with increasing control and less adult support. • Children participate more confidently in outdoor physical play and persevere when practising unfamiliar movements. • Children navigate shared spaces with greater awareness of others and follow simple turn-taking routines, evidenced through observations against their starting points.
Sensory/ regulation resources		£250.00		• Support children to recognise their feelings and access sensory resources and calming spaces, with adult guidance, to help them regulate their emotions. • Provide sensory experiences matched to individual needs, helping children feel comfortable and ready to engage in play and learning. • Develop early self-regulation through adult co-regulation, modelling simple calming strategies and helping children communicate when they need support.	• Children increasingly communicate feelings or sensory needs through words, gestures or visuals and seek support from a familiar adult. • Children use preferred sensory resources or calming strategies with appropriate support, helping them settle and return to play following distress. • Children show increased engagement in activities and more settled transitions, with progress observed against their individual starting points.
Total EYPP received	£2,346.00	Total EYPP expenditure	£2,418.59	EYPP remaining	-£72.59 which was paid from Curriculum cost centre