Hordle CE (VA) Primary School
EARLY YEARS Pupil Premium Strategy Statement

This statement details our school's use of **EARLY YEARS** pupil premium funding to help improve the attainment of our youngest disadvantaged pupils.

It outlines our **EARLY YEARS** pupil premium strategy and how we intend to spend the funding in this academic year.

Nursery School overview

Detail	Data
Number of **nursery** pupils in **Hordle Explorers Nursery**	56 (as at Autumn term 25)
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	1st December 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Louise Trim
Pupil premium lead	Clare Phillips
Governor / Trustee lead	Hannah Rook

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£812 Autumn term 25 £825 Spring term 26 £1315 Summer term 26
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£2952

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Early Years Pupil Premium Strategy Plan

Statement of intent

At Hordle CE Primary School and Nursery, we believe that every child deserves the best beginnings in order to flourish and to 'live life in all its fullness' John 10:10. We aspire for all our children, including our most disadvantaged, to experience the strongest possible foundations, fostering relationships and establishing a sense of belonging in readiness to learn and thrive.

We are mindful of the barriers faced by our youngest and most vulnerable children, including those with social workers or those who are young carers. Our provision is therefore carefully designed to meet their individual needs, ensuring no child is left behind at the start of their learning adventure here at Hordle CE Primary School.

What are your ultimate objectives for your disadvantaged pupils?

Our ultimate goal is for all disadvantaged children in the Early Years to leave our nursery with the confidence, curiosity and essential foundations that will enable them to thrive as lifelong learners.

To achieve this, we aim to:

- **Nurture talk and communication:** prioritising language-rich interactions, storytelling and vocabulary development as the gateway to learning;
- **Develop thinking and problem solving:** fostering curiosity, exploration, and early reasoning skills through talk, play and guided learning;
- **Support self-regulation and independence:** help children to manage emotions, build resilience and develop positive learning behaviours;
- **Timely Interventions:** ensure swift and accurate assessment so that barriers are addressed promptly to prevent the gap from widening;
- **Provide Rich Experiences:** offer cultural, creative and outdoor opportunities, linked to our Early Years Aspirational Goals that broaden horizons and spark interest;

How does your current Pupil Premium Strategy work towards achieving these Goals?

Our current Early Years Pupil Premium Strategy is built on the principle that the earliest years are the essential foundations for later success. We focus on creating a high-quality environment in which children can thrive by:

- **Embedding high-quality interactions:** ensuring every adult models rich language, sustained shared thinking and responsive communication;
- **Strengthening Family Partnerships:** working closely with parents and carers to support home learning, routines and early literacy and maths;
- **Targeted Support and Interventions:** providing small group and one-to-one opportunities for children who need additional help with speech, language or social-emotional development;
- **Attendance and Engagement:** promoting the importance of 'Every Day Matters' and supporting families to overcome barriers;
- **Professional Collaboration:** drawing on expertise from Services for Young Children, speech and language therapists, SENDIASS and other agencies to ensure holistic support
- **High Quality CPD for all staff:** investing in continuous professional development so that every practitioner is equipped with the knowledge, skills and confidence to deliver exemplary Early Years practice.

Our approach is informed by evidence-based frameworks including:

- The Education Endowment Fund (EEF) Early Years Toolkit
- Birth to 5 Matters and the EYFS Statutory Framework
- Working Together to Improve School Attendance
- Improving Outcomes for Disadvantaged Children (DFE, 24 - 25)

What are the Key Principles of Your Strategy Plan?

Our plan is centred around the principle that the strongest foundations in the earliest years create the best chances of future success. By focusing on secure relationships, rich early learning experiences, and timely support, we ensure that every child—particularly those who are disadvantaged—have the opportunity to build the essential skills they need to thrive. Our Early Years Pupil Premium Strategy is responsive to the unique challenges faced by our youngest learners and is guided by robust assessment, careful analysis, and, where developmentally appropriate, the voice of the child.

Challenges

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

Challenge number	Detail of challenge
1	**Language and Thinking Skills** Assessment and observation indicate that many children, including those eligible for pupil premium, arrive with limited language and vocabulary. They often show restricted early thinking skills and need structured opportunities to develop the ability to articulate their ideas aloud, engage in sustained talk, and build the foundations for reasoning.
2	**Readiness for Learning** Not all children enter nursery ready to access learning alongside their peers. A proportion of all children, including disadvantaged children, require additional support with social and emotional regulation before they can fully participate in group learning. Developing self-regulation, resilience, and positive relationships is therefore a priority.
3	**Experiences and Cultural Capital** Some children lack access to a breadth of enriching experiences and cultural capital in their early lives. This results in a varied and sometimes wide gap between children's starting points. Closing this gap requires intentional provision that broadens horizons and ensures equity of opportunity.
4	**Early Mathematics** On entry, many children demonstrate limited awareness of mathematics in everyday life. Without early acceleration in mathematical understanding—through play, exploration, and purposeful teaching—children risk falling behind our long-term aspirations for mathematics attainment.
5	**Early Literacy** On entry, many children demonstrate limited and highly varied experiences of engagement with literature, including nursery rhymes, songs and reading books. Some lack the ability to sit for short periods to listen to a story which impacts on their early literacy development. Building enjoyment, stamina, and familiarity with books is therefore essential for future reading success.

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.

Intended outcome	Success criteria
Strengthen language and communication skills Improve the spoken language and vocabulary of disadvantaged children	By 2026, observational and assessment evidence will demonstrate that disadvantaged children are able to engage in sustained talk, articulate their ideas aloud and show progress in vocabulary development.
Develop self-regulation and readiness for learning Ensure disadvantaged children are supported to build resilience, manage emotions and work effectively alongside their peers.	By 2026, assessments and practitioner observations will show that disadvantaged children demonstrate age-appropriate self-regulation skills, enabling them to access learning confidently and consistently.
Enhance Early Literacy Foundations Increase disadvantaged children's engagement with nursery rhymes, songs and books to foster enjoyment and stamina in early reading	By the end of 2026, at least 80% of disadvantaged nursery children will demonstrate age-appropriate literacy behaviours, including sitting to listen to a story, joining in with rhymes and showing familiarity with books.
Accelerate Early Mathematical Awareness Ensure disadvantaged children develop secure foundations in early maths through play, exploration and purposeful teaching	By the end of 2026, at least 80% of disadvantaged children will demonstrate age-appropriate awareness, including recognising patterns, counting objects and applying maths in everyday contexts.
Broaden cultural capital and enriching experiences Provide disadvantaged children with access to a wide range of experiences that build curiosity, confidence and cultural awareness	By the end of 2027, pupil voice, parents feedback and practitioner records will show that disadvantaged children have participated in a breadth of enriching experiences, reducing the gap in cultural capital compared to peers.

Activity in this academic year

This details how we intend to spend our EARLY YEARS pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train all staff in Sustained Shared Thinking Practices	*EEF Early Years Toolkit highlights sustained shared thinking as a high-impact strategy for improving language, reasoning, and problem-solving*	1 (Language and Thinking Skills)
Run refresher training for all staff on Concept Cat focusing on most effective practice and reasoning for the programme	*EEF identifies: "The evaluation found that children in Concept Cat settings made, on average, two months' additional progress in understanding conceptual vocabulary, compared to children in control settings."*	1 (Language and Thinking Skills)
Run staff CPD on PSED – delivered by Services for Young Children	*EYFS Statutory Framework emphasises personal, social, and emotional development as a prime area of learning; CPD ensures staff consistency.*	2 (Readiness for Learning)
Staff training by Services for Young Children on Early Mathematics	*EEF Early Maths guidance stresses the importance of early mathematical awareness through play and structured teaching.*	4 (Early Mathematical Awareness)
Run Makaton training for the whole staff team to develop early language and communication skills	*Research shows Makaton supports communication development, especially for disadvantaged and SEND children, improving vocabulary and inclusion.*	1 (Language and Thinking Skills)
Give the Phase Leader time out to work with keyworkers on disadvantaged pupils, offering coaching and mentoring	*EEF stresses the importance of instructional coaching and mentoring for staff retention and quality teaching.*	1, 2, 3, 4, 5
Review the Early Years Aspirations Curriculum alongside the DHT to ensure there is a rich programme of experiences to support the development of cultural capital		3 (Experiences and Cultural Capital)

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

Budgeted cost: £700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Explore the Language Link programme and consider as a replacement for Wellcomm	Language Link provides structured assessment and intervention for speech and language needs; EEF toolkit highlights language interventions as high impact.	1 (Language and Thinking Skills)
Introduce a brand new assessment tool for early years practitioners to support rapid identification of needs	Early identification is critical; Birth to 5 Matters stresses observation and assessment as key to tailoring interventions.	2 (Readiness for Learning) and 3 (Experiences and Cultural Capital)
Targeted interventions to support early literacy, early maths and/or social and emotional needs (via parent workshops and staff deployment)	EEF notes small group and 1:! Interventions in literacy and maths as effective in closing the gap.	3 (Experiences and Cultural Capital), 4 (Early Mathematical Awareness), 5 (Early Literacy)

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

Budgeted cost: £325

Activity	Evidence that supports this approach	Challenge number(s) addressed
Run parent workshops on early maths and early reading	Parental engagement is highlighted by EEF as a moderate-to-high impact strategy; workshops build home learning environments.	4 (Early Mathematical Awareness) 5 (Early Literacy)
Weave into all parent workshops the importance of “Every Day Counts”	DfE guidance on attendance stresses parental communication as key to reducing persistent absence.	Attendance Priority 2 (Readiness to Learn)
Communicating with parents through workshops and ongoing dialogue	*Strong home-school partnerships are emphasised in EYFS and EEF parental engagement guidance.*	2 Readiness to Learn 3 (Experiences and Cultural Capital)
Developing the range of parent information guides, aimed at supporting disadvantaged families	*Strong home-school partnerships are emphasised in EYFS and EEF parental engagement guidance.*	2 Readiness to Learn

Total budgeted cost: £2925

Review of the Previous Academic Year:

In this 2024 - 2025, we worked on the following focus areas:

2024 - 2025 EARLY YEARS PUPIL PREMIUM FOCUS AREAS		
High Quality Teaching		
Area	**What?**	**Impact?**
Continuing Professional Development	Services for Young Children Stumbling into Phonics Training	This training really supported staff in further thinking about how to ensure all children encounter a rich literary experience during their time in EY. Staff spent time following the training, embedding a culture of reading.
Continuing Professional Development	Services for Young Children Physical Development Training	Staff reported they found the SfYC PD training useful as a time to think deeply about our PD offer, and apprentice-level staff found the child development knowledge useful to further develop their understanding of how children learn and develop.
DNM Coaching	Early Identification of Pupils with Need	DNM's value the PP coaching, and this enables them to come up with additional creative ways to support PP children.
Targeted Academic Support		
Area	**What?**	**Impact?**
Wellcomm Programme	Continued to run the Wellcomm programme	The Wellcomm programme continues to support staff in assessing and identifying children at risk of speech and language delay, and staff utilise the interventions to positively impact children's speech and language, with many children making accelerated progress. Making

		swift referrals to SALT when required.
Targeted Interventions for Literacy	1:1 reading programme	Children have benefited from our 1:1 reading programme, which has ensured that all PP children have additional reads (both story sharing and phonics reads) during their time in EY. The impact of this is that they develop a more secure reading comprehension and more accurate understanding and use of phonics.
Wider Strategies		
Area	**What?**	**Impact?**
Parental Engagement sessions for Nest/Wild	Parental engagement sessions were run to share progress and learning experiences in school	Information to better support parents in understanding their child's learning and development was shared via Tapestry, our online learning platform, in addition to a range of parent help sheets being made and shared with identified parents.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Concept Cat	Better Communications CIC
WellComm	