

Thornhill Primary School

EYPP Strategy Statement 2026-2027



This statement details our school's use of EYPP funding to help improve the attainment of our disadvantaged pupils.

It outlines our strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview – 2026-2027

Detail	Data
Number of pupils in nursery (Summer 2026) - Capacity 24 morning / afternoon	Total: 28 15 hours: 17 30 hours: 11
Proportion (%) of pupil premium eligible pupils	8 – 33.33%
Number of pupils in nursery (Autumn 2026) - Capacity 24 morning / afternoon	Total: 17 15 hours: 8 30 hours: 9
Proportion (%) of pupil premium eligible pupils	4- 23.5%
Date on which it will be reviewed	End of each academic year
Statement authorised by	Samantha Overfield
EYFS Lead	Emma Moscardini

Funding overview

Detail	Amount
EYPP pupils (Summer) 8 pupils x £224.24	£1,794
Pre-School EYPP test & learn grant – 1 st Installment	£2,611
Total budget so far this academic year	£4,405
Additional costs will be met by the school	

Part A: EYPP strategy plan

Statement of intent

- At Thornhill Primary School, our school motto 'A promise for the future' encompasses our relentless drive to ensure that all pupils in our school are able to reach their full potential academically, pastorally and socially.
- We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary knowledge, skills and values required to succeed.
- Our pupils in receipt of the EYPP Funding face specific barriers to reaching their full potential, and, at Thornhill, we are determined to provide the quality teaching, support and guidance they need to help them overcome these barriers.
- This funding helps remove those barriers to learning so that all our pupils reach their full potential and enables them to fully engage in our curriculum and school life.
- We recognise that some children enter Nursery and Reception with barriers linked to disadvantage, including delayed speech and language development, lower starting points, limited life experiences and reduced access to quality books and language-rich experiences.
- Our aim is to use EYPP funding strategically to remove these barriers through high-quality teaching, early intervention, strong parental partnerships and targeted support. We want all disadvantaged children to develop the communication, language, personal, social and early literacy skills necessary to achieve well throughout primary school and beyond.
- The strategy is ambitious for all EYPP pupils to ensure they are ready for Reception. Therefore targets is 100% for ALL EYPP pupils.

Challenges

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

Challenge number	Detail of challenge
1	<u>Communication & Language</u> Many children enter Nursery and Reception with speech, language and communication skills below age-related expectations. Limited vocabulary and restricted life experiences continue to present barriers to learning. Communication and Language remains a key school priority.
2	<u>Early Reading Development</u> Strengthening vocabulary, phonological awareness and reading engagement remains essential.
3	<u>School Readiness and Self-regulation</u>

	A number of children require support to develop resilience, independence, concentration and self-regulation in order to access learning successfully.
4	<u>Parental Engagement</u> Supporting families to develop positive routines around attendance, reading, speech and language development, sleep, wellbeing and learning at home remains a significant priority. Relationships with parents are a strength and we wish to build further upon these.

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
<u>Communication & Language</u> To improve communication and language development across EYFS, particularly for disadvantaged children, by developing vocabulary, communication skills and language-rich experiences, enabling children to overcome barriers to learning and achieve their full potential.	- EYPP pupils make accelerated progress in Communication and Language. - Speech and language needs are identified and supported at the earliest opportunity. - All EYPP pupils achieve age-related expectations in Communication and Language.
<u>Early Reading Development</u> To improve early reading development across EYFS, particularly for disadvantaged children, by strengthening communication and language, phonological awareness, and pre-reading skills, enabling children to develop a secure foundation for phonics and become confident, successful readers.	- EYPP pupils make accelerated progress in early communication, language and pre-reading skills. - All EYPP pupils develop secure phonological awareness, including rhyme, alliteration and sound discrimination. - All EYPP pupils are well prepared to access systematic phonics teaching on entry to Reception.
<u>School Readiness and Self-regulation</u> To develop the social, emotional and behavioural skills of disadvantaged children	All EYPP children will achieve age-related expectations in Personal, Social and Emotional Development (PSED), demonstrating confidence to engage in new activities,

in Nursery, increasing their confidence, resilience, independence and self-regulation, so that they achieve age-appropriate personal, social and emotional development outcomes and are well prepared for a successful transition into Reception.	persistence when faced with challenge, and increasing independence in daily routines. • ALL EYPP children will demonstrate age-appropriate self-regulation skills, including managing emotions, following class expectations, and sustaining attention during adult-led learning activities, as evidenced through termly assessment and observation. • All EYPP children will be assessed as Reception-ready in relation to personal, social and emotional development, demonstrating the confidence, resilience, independence and social skills required to access learning successfully in Reception.
<u>Parental Engagement</u> To strengthen partnerships with parents and carers of disadvantaged children by promoting active engagement in their child's learning and development, fostering positive home-school relationships, and providing support and opportunities for families to contribute to their child's success throughout the early years.	• Increased attendance at workshops and family events. • Improved engagement via Class Dojo. • Parents feel confident supporting children's learning and development and attend parent's evenings. • EYPP attendance is above 96%

Activity

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 2,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly Speech and Language Therapist support	Improve communication and language outcomes EEF – Oral Language Interventions – very high impact for low cost for extensive evidence (+6months)	1
ELKLAN and communication-friendly classroom approaches	Improve quality first teaching EEF – Oral Language Interventions – very high impact for low cost for extensive evidence (+6months)	1
Staff CPD linked to speech, language and vocabulary development	Increase staff expertise EEF – Oral Language Interventions – very high impact for low cost for extensive evidence (+6months)	1

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

Budgeted cost: £ 1205

Activity	Evidence that supports this approach	Challenge number(s) addressed
	Evidence: Previous provision including Speech and Language Therapy, ELKLAN and targeted intervention has contributed to GLD increasing from 64.3% to 70%, with PP pupils achieving 75% GLD.	
Talking Partners and targeted language interventions	QFT – EEF evidence indicates that great teaching is the most important lever to improve outcomes for pupils. Feedback – High impact for low cost based on extensive evidence Individualised instruction – Moderate impact for low cost based on limited evidence (+4Months)	1, 2
Additional phonics intervention	QFT – EEF evidence indicates that great teaching is the most important lever to improve outcomes for pupils.	1, 2

	Feedback – High impact for low cost based on extensive evidence Individualised instruction – Moderate impact for low cost based on limited evidence (+4Months)	
Individual speech and language programmes	EEF – Oral Language Interventions – very high impact for low cost for extensive evidence (+6months)	1, 2
Communication and language resources	EEF – Oral Language Interventions – very high impact for low cost for extensive evidence (+6months)	1, 2

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

Budgeted cost: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading crates and story sacks	EEF – Parental Engagement – moderate impact for very low cost based on extensive evidence (+4 months).	3, 4 ,
Parent workshops and Stay & Play sessions	EEF – Parental Engagement – moderate impact for very low cost based on extensive evidence (+4 months).	3, 4
Tapestry engagement and home learning support	EEF – Parental Engagement – moderate impact for very low cost based on extensive evidence (+4 months).	All
Forest School and enrichment opportunities	EEF – Outdoor Adventure Learning – evidence suggests positive benefits for self-confidence, motivation, teamwork and self-efficacy, although the impact on academic attainment is less secure.	3, 4
Attendance support and family engagement	EEF – Parental Engagement – moderate impact for very low cost based on extensive evidence (+4 months).	3, 4

Monitoring and Impact:

Leaders will review the impact of EYPP spending termly through:

- EYFS assessment data.
- Communication and Language assessments.
- Speech and Language Therapist reports.
- Phonics assessments.
- Good Level of Development outcomes.
- Tapestry engagement.
- Parent participation records.
- Attendance data.
- Individual EYPP pupil progress reviews.

Over time:

- EYPP children achieve at least **75% Good Level of Development**.
- EYPP pupils achieve strong Y1 phonics outcomes.