

Early Years Pupil Premium

About the EYPP

The Early Years Pupil Premium (EYPP) is additional funding for early years providers. Its purpose is to improve outcomes for children from lower-income families and other eligible children, helping to reduce disadvantage before children move into statutory schooling.



For 2026-27, EYPP applies to eligible children accessing funded early years entitlements from the term after they become eligible, including eligible children from 9 months old. It is paid on the first 15 funded hours only, up to 570 hours per year.

2026-27 national minimum EYPP rate: £1.15 per eligible hour on the first 15 funded hours, up to 570 hours - at least £655 per eligible child for a full year.

How we will demonstrate accountability and impact:

We will maintain a clear record of our EYPP allocation, the needs and barriers identified for the current cohort, how funding is used, and the difference our strategy is making.

We do not publish any information that could be used to identify individual pupils.

Early Years Pupil Premium Lead Emma Furlong Headteacher

Who is eligible in 2026-27?

A child must be taking up one of the eligible early years entitlements and meet at least one of the economic or care-related criteria below. If a child qualifies under more than one criterion, the funding is paid once.

Eligible entitlement routes include:

- the universal 15 hours entitlement for 3- and 4-year-olds;
- the 15 hours entitlement for families of 2-year-olds receiving additional support;
- the 15 hours working-parent entitlement for eligible 2-year-olds; or
- the 15 hours working-parent entitlement for eligible children aged 9 months up to 2 years.

Once a child becomes eligible for EYPP, they remain eligible while they continue to take up the early years entitlements. EYPP is not payable on funded hours above the first 15 hours. For an eligible child under 2, EYPP becomes payable from the beginning of the term after the child turns 9 months old.

Current strengths and barriers for children eligible for EYPP

Our previous statement identified recurring barriers for some children eligible for EYPP at Eastwood. These remain useful starting points, but they will be reviewed termly against the current cohort rather than assumed to apply to every eligible child.

Priority area	What this may look like	What we will look for
Communication and language	Speech, language, listening or attention needs; limited opportunities for sustained conversation.	More responsive interactions, richer vocabulary, improved listening, communication and participation.
Personal, social and emotional development	Low confidence, anxiety, attachment-related needs, difficulty with social interaction, regulation, adult direction or boundaries.	Greater emotional security, self-regulation, confidence, relationships and engagement.
Attendance and access	Irregular attendance or wider family circumstances reducing consistent access to high-quality provision.	Improved attendance patterns, engagement with families and continuity of learning.
Experiences and learning opportunities	Fewer opportunities to build background knowledge, language and cultural capital through everyday experiences.	Broader knowledge, curiosity, talk, participation and ability to make connections.

Our 2026-27 spending approach

Our approach follows the Education Endowment Foundation's guidance: a balanced strategy that develops the quality of everyday practice, tailors additional support to children's strengths and needs, and is led, planned and sustained over time.

Strand	Planned use of EYPP	Why this is a priority	How we will know it is working
1. Develop quality practice	Evidence-informed professional development; coaching and release time; strengthening high-quality adult-child interactions; language-rich routines; interactive reading; consistent approaches to self-regulation and PSED.	EEF guidance emphasises that the quality of educators' everyday interactions is a high-priority use of EYPP and particularly benefits children from lower-income families.	Practice observations show greater consistency; staff can explain and use agreed approaches; children experience high-quality interaction across routines, play, indoors and outdoors.

2. Tailor personalised support	Short, purposeful individual or small-group support where assessment and professional judgement identify a clear need; additional teaching; targeted communication and language or PSED support; specialist advice where appropriate.	Eligible children have different strengths and needs. Targeted support should sit alongside, not replace, high-quality universal provision.	Children respond positively; support is adjusted where needed; progress is evident through observations, work with families and appropriate assessment information.
3. Improve access and participation	Work with families to improve attendance and remove practical barriers; where justified, support access to meals, local experiences or essential participation costs.	Consistent attendance and participation are prerequisites for children to benefit from high-quality provision.	Attendance and engagement improve; families report reduced barriers; children participate more consistently.
4. Resources that enable practice	Purchase carefully chosen books, communication resources or other materials only where they are necessary to implement an agreed evidence-informed approach.	EEF cautions against treating toys or resources as the intervention. Resources are most useful when paired with staff training and a clear implementation plan.	Resources are used as intended, staff practice changes, and children benefit from improved interactions or teaching.
5. Leadership, implementation and review	Time for leaders and staff to review needs, plan, coach, monitor implementation and sustain successful changes.	An effective EYPP strategy is an ongoing process, not a one-off purchase or event.	Actions are implemented consistently, reviewed termly and refined in response to evidence from practice.

Intended outcomes for 2026-27

These outcomes will be reviewed against the needs of the current cohort. Success will be judged through proportionate evidence from everyday practice, children's responses, attendance where relevant, family views and appropriate assessment information.

Intended outcome

Stronger communication, language, listening and participation where these are identified needs.

How we will know

Children show richer vocabulary, more sustained interaction, improved listening and participation.

Greater confidence, emotional security, self-regulation and engagement.

Improved access, attendance and participation where these are barriers.

Broader knowledge, curiosity and learning through meaningful experiences.

Greater consistency in high-quality everyday practice.

Children respond positively to agreed approaches and show greater confidence, relationships and engagement.

Attendance and engagement improve; families report reduced barriers; children participate more consistently.

Children use new vocabulary and knowledge, make connections and participate more confidently.

Practice observations show agreed approaches being used consistently and staff can explain what is changing and why.

Eastwood actions for 2026-27

Building on Eastwood's previous use of EYPP, the following actions may be funded where they match the needs of the current cohort. The emphasis for 2026-27 is on the quality and consistency of practice, with targeted support and enrichment used where there is a clear rationale.

Action	2026-27 position	Safeguard / rationale
Cover / release for early practitioners to deliver focused support or coaching	Continue where needs analysis supports it	Groups must be purposeful, time-limited and linked to a specific teaching goal; release may also support staff coaching.
Small-group listening and attention work	Use selectively	Link to identified communication, listening, confidence or social-interaction goals; review response.
Enhanced child:adult ratios at key times	Use strategically	Deploy adults to improve interaction quality and targeted teaching, not simply as additional supervision.
Continuing professional development	Core priority	Prioritise evidence-informed CPD with follow-up, modelling, coaching and implementation support.
Specialist services / work with families. Family Support Worker to support families	Use where appropriate	Commission support where it addresses a clearly identified barrier and complements statutory or universal services.

Additional resources	Use only to enable an approach	Books/materials should support an agreed teaching strategy and staff practice.
Local and wider community experiences	Use selectively	Experiences should be planned to build knowledge, vocabulary and participation, with preparation and follow-up in everyday provision.
Support with meals or participation costs	Use where this removes a barrier	Keep the educational rationale explicit and review whether the support improves access, attendance or engagement.

Funding and budget

The national minimum EYPP rate for 2026-27 is £1.15 per eligible hour on the first 15 funded hours, up to 570 hours (£655 per eligible child for a full year). The actual Eastwood allocation depends on the number of eligible children, the funded hours they take up and local-authority payments.

2025-26 allocation	£6085 (11 children)
2026-27 indicative Eastwood allocation	£3930
2026-27 indicative Eastwood children	6

Budget control: EYPP expenditure will be tracked against the confirmed allocation.

Review of 2025-26 EYPP impact

The previous Eastwood statement records an indicative 2025-26 allocation of £5,460 for 10 children. Complete the table below from Eastwood's own 2025-26 records. No outcomes have been assumed.

2025–26 action / use of EYPP	Impact and evaluation	Evidence of impact
Focused support / practitioner release – Forest School	Additional practitioner capacity enabled EYPP children to access regular Forest School experiences with high-quality adult interaction. Children developed confidence, independence, communication, problem-solving and engagement in learning. Adults modelled and extended vocabulary linked to the natural environment, seasonal change, tools and safe risk-taking.	73% (8 of 11) of EYPP children demonstrated increased independence. Practitioner observations showed children becoming more confident in making choices, attempting activities independently, taking appropriate risks and persevering when they encountered challenges. Children demonstrated increased curiosity and sustained engagement and transferred vocabulary, knowledge and experiences from Forest School into their play and learning within the nursery.

2025–26 action / use of EYPP

Impact and evaluation

Evidence of impact

Listening, attention and communication – Attention Bucket, Talking Time and targeted small-group support

High-quality adult–child interactions were used to nurture children's language, listening, attention and play skills. NHS St George's Speech and Language screening was used, where appropriate, to identify need, establish children's starting points and monitor progress. Targeted groups gave children regular opportunities to practise attention, listening and communication skills.

Speech and language screening, practitioner observations and assessment information demonstrated progress from children's individual starting points. Children showed increased attention, engagement and participation. Regular review enabled practitioners to identify children ready to move from Attention Bucket approaches to Talking Time and more sustained group interaction.

Yoga – wellbeing, focus and self-regulation

Regular yoga sessions supported children's sustained attention, concentration, emotional regulation, physical development and body awareness. Children became increasingly able to remain focused, listen and follow instructions and participate for longer. Breathing, movement and relaxation routines gave children practical strategies to support self-regulation.

91% (10 of 11) of participating EYPP children demonstrated improved focus and self-regulation from their individual starting points. Practitioner observations showed children sustaining attention for longer, participating more consistently and requiring less adult support to regulate. Children increasingly used familiar breathing, movement and calming strategies to settle and engage in learning.

Family Support Worker / specialist services

The Family Support Worker provided targeted practical support to families where wider circumstances created barriers to children's wellbeing, development, attendance or participation. Families were also supported to access appropriate services and advice, helping to address wider barriers that could affect children's learning and wellbeing.

6 families received targeted individual support with identified needs. Evidence included family-support records, DAF support, referrals/signposting, housing support, access to food banks and parent/carer conversations. Partnership working enabled families to receive practical support and access appropriate services when needed.

Resources, experiences and participation support

EYPP enabled children to participate fully in carefully planned experiences and provided resources linked to identified learning priorities. Experiences were prepared for and revisited through conversation, books, photographs and play so that they contributed to children's vocabulary, background knowledge, confidence and understanding rather than being isolated activities.

Practitioner observations demonstrated children recalling experiences, using new vocabulary, making connections and applying new knowledge within their play. Children showed increased curiosity, confidence and engagement. Parent conversations provided additional evidence of children talking about and building upon their experiences beyond the nursery.

**Overall progress and
outcomes for EYPP
children**

Leaders considered children's progress from their individual starting points alongside attainment, communication and language development, SEND and wider evidence of children's development. This enabled leaders to recognise significant progress made by children even where they had not yet reached age-related expectations.

Of the 11 EYPP children who left Eastwood and transferred to primary school after receiving three terms of EYPP funding, 64% (7 of 11) made good progress from their individual starting points. 18% (2 of 11) achieved Age Related Expectations (ARE). Of the nine children who did not achieve ARE, two had identified SEND.

Monitoring impact

Each term, leaders will connect the current cohort's identified strengths and barriers to the actions being taken and the evidence of difference for children. We will look for credible changes in adult practice, children's experiences and children's development over time.

- Observe whether agreed approaches are being used consistently in everyday practice.
- Review the quality of adult-child interactions across play, routines, indoors and outdoors.
- Check whether children who need extra teaching or support receive it reliably and respond to it.
- Review attendance and participation where these are identified barriers.
- Gather parent / carer views through conversations and questionnaires.
- Use feedback from professionals, early help work and feeder primary schools where relevant.

Parent-friendly EYPP myth-busting

Myth: EYPP must only be spent on activities just for eligible children. Fact: Improving the quality of everyday practice for the whole setting can be an effective use of EYPP, especially when children from lower-income families are central to the decision.

Myth: EYPP should mainly buy toys and resources. Fact: What educators do makes the biggest difference. Resources should support a clear approach and be accompanied by training or implementation support where needed.

Myth: EYPP is only for children who are behind. Fact: EYPP is intended to improve the life chances of all eligible children, including those who are developing well.

Myth: We need lots of extra assessment data to show impact. Fact: Leaders can evaluate impact through existing assessment, observation of practice, children's responses and proportionate evidence.

Myth: Trips and special visitors are always the best use of EYPP. Fact: One-off experiences can be valuable, but sustained improvements to everyday practice are usually a stronger priority.

Governance, accountability and publication

The Headteacher and early years leadership team are responsible for ensuring that EYPP is claimed accurately, used for its intended purpose, and reviewed for impact. The strategy will be reviewed termly and updated when the confirmed 2026-27 allocation or cohort information changes.

- Spending decisions will be linked to current needs and recorded clearly.

- Leaders will ensure expenditure is reasonable, proportionate and connected to improved educational outcomes.
- The school will retain appropriate evidence for audit and local-authority processes.
- Published information will be aggregated and will not identify individual children or families.
- The strategy will be refreshed for 2027-28 in light of updated national and local guidance.

Sources and guidance used

- [Department for Education - Early years entitlements: local authority funding operational guide 2026 to 2027](#)
- [Department for Education - Parental declaration form guidance \(updated February 2026\)](#)
- [Education Endowment Foundation - The EEF Guide to the Early Years Pupil Premium](#)
- [Education Endowment Foundation - EYPP myth-busting](#)
- Ofsted - Early years inspection toolkit (for use from 1 September 2026)
- Department for Education - 2026 to 2027 early years national funding formulae: technical note