



The Stacey Pre-School

Play ■ Explore ■ Discover ■ Learn

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Early Years Pupil Premium Report

Autumn 2024- Summer 2025

What is Early Years Pupil Premium? (EYPP)

The Early Years Pupil Premium (EYPP) is extra funding for early years providers to improve outcomes for eligible children. The Early Years Pupil Premium was introduced by government in April 2015 to help early years providers try to close the attainment gap between the most disadvantaged children and their peers.

Who is eligible for EYPP?

Children who are currently claiming the Free Entitlement for 3 and 4 year olds, who meet certain eligibility criteria, could be eligible for the Early Years Pupil Premium (EYPP) at the rate of 68p per hour [Autumn & Spring Terms 2024] or £1.00 per hour (Summer Term 2025) multiplied by the number of hours the child attends the setting.

Eligibility criteria are that families need to meet one of the following criteria:

- Income Support
- income-based Jobseeker's Allowance
- income-related Employment and Support Allowance
- support under part VI of the Immigration and Asylum Act 1999
- the guaranteed element of State Pension Credit
- Child Tax Credit (provided they're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on, which is paid for 4 weeks after they stop qualifying for Working Tax Credit
- Universal Credit
- they have been in local-authority care for 1 day or more in England or Wales
- they have been adopted from care in England or Wales
- they have left care under a special guardianship order or residence order in England or Wales

Eligibility will need to be checked annually to ensure circumstances haven't changed.

For further information please click on this link:

Get extra funding for your early years provider - GOV.UK (www.gov.uk)

The Stacey Pre-School - Early Years Pupil Premium (EYPP) Approach

Early Years pupil premium funding is utilised to support and enrich eligible children's learning, development and care. The funding is paid directly to the Stacey Pre-School and is used to tailor support for each child eligible for EYPP funding to help diminish any educational difference or enhance their specialisms.

We are committed to helping all children achieve their potential and the Early Years Pupil Premium (EYPP) is one of many contributing factors which can help our children in all areas of development and learning.

The Pre-School Manager, Deputy and the Pre-School Co-ordinator think carefully about how to use the EYPP funding to ensure the maximum advantage for those children who are eligible for this funding. Close relationships with parents and carers enables conversations to take place about how we can best support their children and what this additional support might look like.

Children entitled to EYPP are clearly monitored through regular observations and assessments and their individual needs are identified through assessments and joint discussion with families and other professionals involved in order to plan targeted teaching and learning opportunities.

Resources and opportunities are planned from observations of the eligible children, parental consultation and feedback, individual assessments and our staff's professional judgements.

The Stacey Pre-School team all know the children in our setting very well and all children have individual action plans in place to identify where they currently are with their learning and development and what their next steps might be, but always prioritising what we can teach in the moment.

EYPP funding has been used for a variety of resources, learning opportunities and experiences in our setting, including the Forest School, to support the children's individual interests and enhance their learning and development.

Early Years Pupil Premium Report: Academic Year: Autumn 2024-Summer 2025

Term	Number of children in receipt of EYPP	Termly Amount received
Autumn 2024	9 children @ .68p per hour x 210 hours	1,285.20
Spring 2025	8 children @ .68p per hours X 165 hours	897.60
Summer 2025	10 children @ £1.00 per hour X 195 hours	1,950.00
Total Pupil premium sum received for 2024-2025		£ 4,132.80
Total of Resources purchased for 2024-2025		£ 4,725.00

We have challenged the numbers of children in receipt of EYPP where we felt children should have been in receipt but were not.

The opportunities available to children eligible for EYPP for this academic year have included:

- Communication and language support
- Personal, social and emotional development
- Behavioural support
- Holistic approach to ensuring "school readiness" for 5 children in receipt of EYPP throughout the academic year who were leaving Pre-School at the end of the Summer term 2025.
- Physical development

Allocation of EYPP spending 2024-2025

The Pre-School Manager and her team were focused on taking a balanced approach to how the EYPP funding should be spent. Whilst the Pre-School is already "resource rich" the Manager was wanting to make the best choices to ensure that spending benefited EYPP recipients regardless of their assessment profile or next steps targets so that the best possible outcomes were achieved for this cohort.

The Pre-School Manager and the SENCo proposed the purchase of a purpose built wooden Sensory Cabin that could also be multi use depending on the needs and targets of each child and would therefore be a more dynamic environment than just a cabin/shed and could provide an environment that could support a holistic approach to teaching the planned curriculum.

In tandem with increasing opportunities for outside play and learning, the Pre-School Leadership team were keen to allocate a portion of EYPP funding to professional development.

Whilst already having an accredited Forest School Leader, the Manager proposed that she herself undertake this same training so that 2 x independent Forest School sessions could be run simultaneously, offering opportunities for flexibility depending on the curriculum focus or the interests of children in each sessions.

Moving forward, it is anticipated that the whole Pre-School team will undertake Forest School training at either Level 1 or 2 during the 2025-2026 academic year.

CASE STUDY 1

Intent:

Anticipating the potential EYPP funding for the academic year ahead, the Pre-School Manager and the SENCo proposed the purchase of a purpose built "Sensory Cabin" that would support children in the following areas:

- Social & emotional development
- Communication and language
- Literacy
- Numeracy
- To support "school readiness" holistically given that 50% of children in receipt of EYPP for the Spring and Summer terms were Summer 2025 leavers.

Working on the basis that evidence suggests that high quality education, care and support benefits disadvantaged children more, the cohort who were confirmed to be in receipt of EYPP were discussed by all staff during the Autumn Term INSET in terms of developmental targets that were identified by the team.

The team was keen to continue to encourage all EYPP recipients to develop confidence in self regulation for example by practitioners continuous modelling turn taking, working to extend their attention span to more complex activities and by encouraging peer support and social engagement.

This began with the SENCo introducing "bucket time" in the Sensory Cabin not just for children with SEN support needs but as a mixed group of children since one of the principles of EYPP is to also include children who are developing well and meeting their targets.

Implementation:

Purchase of 10' x 9' Sensory Cabin (Autumn 2024) £ 2,030

Purchase of sensory resources (Spring & Summer 2025) £1,470 including...

- Potion bottles
- Peanut & Yoga balls
- Hand held sensory resources e.g. pin push frame, sensory tubes, and fabric matching games
- Sequin wall hanging
- Convex mirror
- Infinity mirror
- Light-up ceiling lightshow
- Soft furnishings including rugs, scatter cushions and large indoor/outdoor cushions
- Selection of small resources for "Bucket Time"

It should be noted that the sensory resources were decided to be essential purchases to enable the team to be able to give the sensory cabin an "identity" that sparked curiosity in the children whilst also being a separate but cohesive extension of the pre-school's outside environment in which practitioners can utilise this space in a way that encourages engagement.



Impact:

In terms of collating evidence of effective spending the team observed a positive response from all children in the setting and noted high quality interactions in several areas both inside the sensory cabin, in the wider forest school area and in the indoor setting.

For example:

- the Sensory Cabin was a quiet space for one child with SEN to more easily self regulate emotions during periods of anxiety
- The SENCo holds focused "bucket time" sessions with children with SEN or any child who may otherwise benefit from support in extending their attention span or who may need 1-2-1 support in a quiet environment
- lots of the sensory cabin resources were transported to other areas of the setting, particularly the wooden number blocks and logs as children took ownership of the resources and re-allocated them to other activities with their peers.
- Similarly "non-sensory cabin" resources were introduced into the area by the children as they worked collaboratively e.g. to make a dinosaur world that then extended into the wider environment
- Staff were able to provide high quality teaching to smaller groups of children who were curious about the activities and resources available in the new space.

With the team being aware that early intervention strategies are crucial to ensuring all children are given a fair start and achieve the best possible outcomes, the sensory cabin, far from being a "one-trick-pony" has proven to be a multi use area that supports 1-2-1 teaching, small group learning, independent learning, and has exceeded it's original design purpose.







Case Study 2

Intent:

The Pre-School Manager and Trustees were agreed that effective professional development is a priority to ensure the Pre-School continues to consistently deliver quality teaching and this is also a priority for EYPP spending.

Implementation:

The Pre-School Manager enrolled on an accredited Forest School Leader training, accredited by the Forest School Association. The course began in Autumn 2024 and was comprised of various full day workshops in which the Forest School ethos and real practical lessons and strategies for learning in a natural environment are all embedded.

Forest School Leader Level 3 Training: £1,225.00

Impact;

The Pre-School Manager completed this year long course in July 2025 and awaits final marking of the course assessments and official accreditation in Spring 2026.

Having successfully completed this training, the setting now has greater scope for flexibility in terms of being able to offer 2 x forest school sessions in different areas of our grounds, with different activities depending on the wishes of each cohort. The Pre-School Manager and the current Forest School Leader continue to work closely to develop, deliver and embed the forest school ethos not only to children in the setting, but also to their families and the Pre-School team.

The aim of this report is for the Pre-School team to reflect on the impact of the EYPP spending at the end of the academic year, six months later and finally a full year later and to consult with each other, the management team and parents as to the long term impact of the EYPP spending.