



Lutley Primary School Early Year's Pupil premium, Pupil Premium plus and Disability access fund strategy statement

This statement details our school's use of Early year's pupil premium, Pupil Premium Plus and Disability access funding.

The Early Years Pupil Premium (EYPP) aims to improve outcomes for disadvantaged children from 9 months upwards (15 hours). In April 2025, the Department for Education (DfE) increased funding for the EYPP by 45% to £570 per child per year. A child's family income should not be a barrier to their achievement and wellbeing in the early years. Early years settings can use this increased funding to support children's development. The early years aims to give children the best start for their future. Settings should use EYPP alongside any other funding streams or support to deliver interventions that improve outcomes for disadvantaged children. We know that the learning gap between disadvantaged children and their peers is 4.6 months, by the end of the Early Years Foundation Stage (EYFS). Early years settings will ensure EYPP funding is used to reduce this gap and improve educational outcomes for disadvantaged children. Focusing spending on activities, staff training and resources should specifically impact educational outcomes for disadvantaged children. They should plan EYPP should be based on well-evidenced approaches. These may require professional development for staff, which could help all children while providing the greatest benefit to disadvantaged children. Early intervention is crucial to ensuring every child gets an equal start.

Pupil premium plus (PP+) is special funding for schools in England for children in care, or children who have been in the care of children's services. It is currently £2,360 per pupil per year. It is paid to schools to promote the education of pupils who are in or who have been in the care of children's services. The funding is not a personal budget for a particular child but must be spent on improving educational outcomes for children in the care of (or previously in the care of) children's services.

Some children in kinship care will be eligible for pupil premium plus, including many who are cared for under a special guardianship order or a child arrangements order.

DAF funding, or Disability Access Fund, is designed to support early years providers in making reasonable adjustments to their settings for children with disabilities or special educational needs (SEND).



The statement outlines how we intend to spend the funding this academic year to improve the outcomes of Disadvantaged pupils within our Early Years.

School overview

Detail	Data
Number of pupils in school	547
Proportion (%) of pupil premium eligible pupils	0.5%
Proportion (%) of pupil premium plus eligible pupils	0
Proportion (%) of pupils in receipt of The Disability Access Fund	0
Academic year/years this strategy plan covers	2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	April 2026
Statement authorised by	Alex Hall
Pupil premium lead	Holly Ashton
Trustee lead	Mark Simpson

Funding overview

Detail	Amount
Early Years pupil premium funding allocation this academic year	£1710
Pupil Premium Plus funding	£0
DAF (Disability access fund) funding	£0
Total budget for this academic year	£1710

Part A: Early Years Pupil premium, Pupil Premium plus and Disability access fund plan

Statement of intent

We are committed to ensuring that all children have the best possible start in life, in line with the government's Best Start in Life strategy. To achieve this, we use the Early Years Pupil Premium (EYPP), Pupil Premium Plus (PP+), and the Disability Access Fund (DAF) to implement targeted support for children who are disadvantaged, looked after, adopted, or have additional needs. These funding streams enable us to provide early intervention, remove barriers to learning, and ensure that all children can access a high-quality, inclusive early years education. By investing in evidence-based approaches, such as early language support, social and emotional development, and staff training, we help to narrow the attainment gap and prepare every child to thrive as they move into school.

Our use of EYPP, PP+ and DAF is carefully planned, monitored, and reviewed to maximise impact and ensure accountability. In line with the Department for Education's five principles of effective Pupil Premium planning, we ensure that:

Prioritisation of need – we identify the specific challenges faced by our children and families and target resources where they are most needed.

Evidence-informed practice – decisions are guided by research and proven strategies, ensuring that approaches such as language enrichment, social-emotional development, and high-quality adult-child interactions have the strongest possible impact.

Focus on teaching and learning – funding is used to strengthen practice across the setting, improving the quality of education and care for all children, not only those in receipt of additional funding.

Whole-setting approach – we foster an inclusive culture where all staff share responsibility for supporting disadvantaged and vulnerable children, embedding trauma-informed and inclusive practice throughout our provision.

Regular monitoring and evaluation – we review the effectiveness of strategies and adapt where necessary, ensuring accountability, sustainability, and continuous improvement.

By applying these principles, we prioritise approaches that both meet the needs of individual children and raise the overall quality of provision. This includes adapting environments to support inclusion, providing specialist resources, and ensuring that targeted interventions also strengthen universal practice. In doing so, we align our work with the Best Start in Life vision, that by the age of five, more children, especially those from vulnerable or disadvantaged backgrounds, achieve a good level of development, laying strong foundations for future learning, wellbeing, and success.

Early Years Disadvantaged Pupil Challenges

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

Challenge number	Detail of challenge
1	<p>Speech, Language & Communication Needs (SLCN)</p> <ul style="list-style-type: none"> Child A: WellComm Red Section 8 (pronouns, past tense, sentence complexity). Child B: WellComm Amber (limited vocabulary, relational concepts, difficulty using connectives). Child C: WellComm Green, but gaps in prepositions, sequencing, listening.
2	<p>Early Literacy</p> <ul style="list-style-type: none"> Insecure phonics blending (all three). Name writing not secure for Child A and Child C; emerging for Child B.
3	<p>Early Maths</p> <ul style="list-style-type: none"> Subitising to 3 - 5 not secure (Child B and Child C). Limited mathematical language (more/fewer, behind/in front).
4	<p>Fine & Gross Motor</p> <ul style="list-style-type: none"> Child A: needs support with gross motor control and fine motor pencil grip. All require improved muscle strength for early writing readiness.
5	<p>PSED / Behaviour / Relationships</p> <ul style="list-style-type: none"> Child A: inconsistent self-regulation at group times. Child B: challenges with managing feelings and building relationships. Child C: needs support sustaining attention.

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
Improved oral language skills	<ul style="list-style-type: none"> Each child moves at least one WellComm band toward green or achieves targeted subscale improvements. Correct use of targeted language structures (pronouns, prepositions, connectives) in observed opportunities.
Accelerated early literacy progress	<ul style="list-style-type: none"> All children blend CVC words correctly in assessment tasks.

	<ul style="list-style-type: none"> All children independently write their first name with correct formation. Accelerated progress in phonics keep-up sessions.
Improved early maths (number and language)	<ul style="list-style-type: none"> Children subitise reliably to 3-5 in structured activities. Child B and Child C demonstrate improved use of relational language.
Strengthened self-regulation and social development	<ul style="list-style-type: none"> Fewer self-regulation incidents for Child A and Child B (tracked monthly). Improved turn-taking and friendship-building. Child B retells stories with beginning–middle–end.
Good level of development EYFS	<ul style="list-style-type: none"> Disadvantaged pupils in EYFS, who have not been identified as having SEND, will meet a good level of development.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £430

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oral language intervention for children within reception based on the Welcomm as well as encouraging children to read aloud and discussing books, modelling of inference through structured questioning, group or paired work that allows children to share thought processes and articulate their ideas.	<ul style="list-style-type: none"> Implementing a targeted language intervention can improve progress by +7 months in EYFS. These interventions need to take place over a sustained period - 3 x weekly or more for half a term to a term. An action plan will be implemented based on data outcomes to ensure the learning environment and provision in EYFS targets areas of priority for individual pupils. This will be monitored daily by the EYFS Leader. The quality of oral language interventions will be monitored fortnightly by the EYFS Leader. 	1, 2

	<ul style="list-style-type: none"> ▪ Professional development will be facilitated for staff to ensure the very best members of staff are delivering these interventions. Interventions are fluid and children will exit these when they are ready, rather than remaining in the intervention for the duration of it. 	
<ul style="list-style-type: none"> ▪ EEF-recommended oral language professional development (dialogic reading, back-and-forth talk, modelling connectives). Includes coaching and peer observation. ▪ Professional development is designed so that staff practise: <ul style="list-style-type: none"> • Commenting, not quizzing • Modelling rich vocabulary • Extending child utterances • Adding connectives in sustained shared thinking • Using our school's sentence stems ("I wonder...", "Tell me more...") Sessions include live coaching in provision, reflecting our EYFS handbook's emphasis on learning in play. 	<ul style="list-style-type: none"> ▪ EEF: oral language interventions = high impact for very low cost. EEF endorses high-quality language modelling and dialogic reading. ▪ HVT EYFS Handbook: adults extend learning through meaningful interactions in provision; sustained shared thinking is central. 	1, 2
<ul style="list-style-type: none"> ▪ Kinetic Letters and pencil grip training for all adults working in EYFS to support fine motor & letter formation. Small bursts of staff release for staff to observe model sessions and plan personalised interventions 	<ul style="list-style-type: none"> ▪ Research shows structured fine motor programmes strengthen early writing readiness. ▪ HVT EYFS Handbook emphasises environment design as a teaching tool; provision must promote physical readiness for writing ▪ Rather than discrete fine-motor sessions only, teachers map Kinetic Letters principles into daily provoca- 	2, 4

<p>(coaching, peer observations).</p> <ul style="list-style-type: none"> ▪ Kinetic Letters and fine motor training integrated into provision. ▪ Fine motor pencil grip display identifying progress of children. 	<p>tions (e.g., vertical surfaces, shoulder stability tasks, finger strength trays), reflecting the EYFS Handbook - continuous provision enhances physical development. Adults use “I model / I enable / I scaffold” during writing invitations.</p>	
<ul style="list-style-type: none"> ▪ Protected staff release for ‘in the moment’ coaching deploying Lead Practitioner ▪ EYFS lead practitioner undertakes in-the-moment live coaching cycles using: Observe → Feedback → Practise” model. Focus: tuning in, language stretching, enhancing vocabulary, and responding to children’s play themes. 	<ul style="list-style-type: none"> ▪ HVT EYFS Handbook: regular professional reflection ensures consistency and excellence in interactions. 	<p>1, 2, 3, 4, 5</p>

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

Budgeted cost: £940

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> ▪ Small-group WellComm language sessions, 3x weekly, 15–20 mins. <p>Interventions are embedded within EYFS model:</p>	<ul style="list-style-type: none"> ▪ Welcomm Early Language Intervention: +3 months progress; structured, scripted interventions effective. ▪ HVT EYFS Handbook: play-responsive teaching, sustained shared thinking, and high-quality adult talk underpin communication development. 	<p>1, 2</p>

<ul style="list-style-type: none"> ▪ Adult interactions use the “Notice–Narrate–Extend” sequence. ▪ Sessions link to real provision resources (role play, small world, outdoors). ▪ Story vocabulary is introduced through core books outlined in EYFS handbook. ▪ Adults weave language modelling into play themes emerging in continuous provision. 	<ul style="list-style-type: none"> ▪ EEF: Oral language programmes = high impact. ▪ An action plan will be implemented based on data outcomes to ensure the learning environment and provision in EYFS targets areas of priority for individual pupils. This will be monitored daily by the EYFS Leader. ▪ The quality of oral language interventions will be monitored fortnightly by the EYFS Leader. ▪ Professional development will be facilitated for staff to ensure the very best members of staff are delivering these interventions. Interventions are fluid and children will exit these when they are ready, rather than remaining in the intervention for the duration of it. 	
<p>Daily phonics keep-up sessions, 3x weekly. CVC blending, grapheme recognition.</p> <p>Keep-up sessions aligns with the following model:</p> <ul style="list-style-type: none"> ▪ Short, high-energy bursts ▪ Concrete/multi-sensory resources ▪ Linking graphemes to continuous provision invitations (e.g., sound treasure hunts) ▪ Adults using <i>precise articulation and modelling segmenting in provision</i> during writing play 	<ul style="list-style-type: none"> ▪ EEF Preparing for Literacy guidance. ▪ HVT EYFS Handbook emphasises meaningful literacy within play, not isolated worksheets; phonics learning should be practical and contextual ▪ The quality of Little Wandle phonics interventions will be monitored fortnightly by the EYFS Leader. ▪ Professional development will be facilitated for staff to ensure the very best members of staff are delivering these interventions. Interventions are fluid and children will exit these when they are ready, rather than remaining in the intervention for the duration of it. 	2
<p>Maths subitising and language intervention.</p> <p>Sessions use “real objects before abstract” rule. Activities occur:</p> <ul style="list-style-type: none"> ▪ Outdoors with natural objects 	<ul style="list-style-type: none"> ▪ HVT EYFS Handbook emphasises concrete learning, real-life maths, and developmental progression. ▪ EEF Early Maths: subitising improves early number sense. ▪ The quality of maths small group sessions will be monitored fortnightly by the EYFS Leader. 	3

<ul style="list-style-type: none"> ▪ In provision (loose parts, snack routines, construction) ▪ With consistent adult modelling of relational language and “I wonder...” questioning 		
<p>Targeted Child Profiles - pupil progress booklets - Embedded in Provision</p> <p>Each EYPP child has a weekly focus cycle where adults intentionally plan invitations and interactions relating to their individual language or maths target.</p>	<ul style="list-style-type: none"> ▪ HVT EYFS Handbook: every child has tailored interactions and provision enhancements based on need and interest. 	1, 2, 3, 4, 5
<p>WellComm re-screening (baseline → spring → summer)</p> <p>WellComm used termly, but results are fed into weekly planning to tweak continuous provision.</p>	<ul style="list-style-type: none"> ▪ HVT EYFS Handbook: assessment drives environmental decisions. ▪ EEF: ongoing formative assessment key. 	1, 2

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

Budgeted cost: £340

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>6-week nurture/self-regulation mini-intervention led by ELSA trained member of staff, focusing on turn-taking, emotional language and social stories.</p> <p>Small-group nurture uses co-regulation techniques:</p> <ul style="list-style-type: none"> ▪ Naming emotions 	<ul style="list-style-type: none"> ▪ EEF: SEL interventions improve behaviour and learning. ▪ Professional development will be facilitated for staff to ensure the very best members of staff are delivering these interventions. Interventions are fluid and children will exit these when they are ready, rather than remaining in the intervention for the duration of it. ▪ These sessions will be via ELSA baseline assessments and boxall profiles. 	5

<ul style="list-style-type: none"> ▪ Modelling calming strategies ▪ Story-based PSED support using core texts ▪ Sensory regulation baskets aligned with your provision ethos 		
<p>Fortnightly parent check ins providing language games, phonics and maths pupil gaps and strategies to support at home.</p> <ul style="list-style-type: none"> ▪ Demonstrating high-quality interactions parents can use at home. ▪ Encouraging play-based early maths ▪ Sharing of our “language-rich home play” models ▪ Using videos of our environment to show the types of “invitations to learning” they can replicate in simple form. 	<ul style="list-style-type: none"> ▪ EEF: Parental engagement approaches improve early attainment. ▪ HVT EYFS Handbook: parents as partners; modelling language-building practices. 	1, 2, 3, 4, 5

Total budgeted cost: £ 1710

Pupil Premium Plus (PP+) Pupil Challenges

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

Challenge number	Detail of challenge
1	
2	
3	

4	
5	

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

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

DAF Pupil Challenges

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

Challenge number	Detail of challenge
1	
2	
3	
4	
5	

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

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your Early years disadvantaged, Pupil Premium plus (PP+) and DAF pupils in the previous academic year and explain how it has been assessed.

You should draw on:

- *Data from the previous academic year's assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils.*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your Early years PP+ and DAF funding in the previous academic year.

Programme	Provider



Further information (optional)