

# **Bader Primary School**

## **Early Years Pupil Premium Strategy Statement 2025-26**

### **School Context**

Bader Primary School is committed to providing the best possible education for every individual pupil. We have high aspirations and expectations for all of our pupils irrespective of their background or challenges, and we believe that no child should be left behind. High-quality teaching is at the heart of our approach. This includes making appropriate provision for pupils who belong to vulnerable groups including those who may be disadvantaged.

The Early Years Foundation Stage (EYFS) plays a critical role in laying secure foundations for all children, particularly those eligible for EYPP, by addressing barriers early and ensuring strong progress in communication, social development and early learning skills.

### **Identified Barriers**

1. Speech, language and communication – limited vocabulary and oracy skills on entry; increase in EY children using digital technology and media
2. Physical development - Poor fine or gross motor skills; increase in EY children using digital technology and media
3. Social and emotional development – low confidence, resilience and self regulation.
4. Attendance and punctuality – inconsistent attendance reduces access to high-quality early learning.
5. Parental engagement – low take-up of home learning opportunities, limited awareness of early child development.

### **Intended Outcomes**

- EYPP children make strong progress from their starting points, particularly in communication and language.
- Children develop gross and fine motor skills to enable them to gain strength, coordination, balance, and spatial awareness, which are foundational for learning
- Children develop secure social and emotional skills, enabling positive relationships and behaviour.
- Attendance for EYPP children improves so that they are in school regularly and ready to learn.
- Parents feel confident to support their child's learning at home, strengthening the home-school partnership.

## Key Actions & Use of EYPP Funding

Priority	Action	Rationale	Monitoring & Impact
1. Low attainment on entry to EYFS High-Quality Teaching & Learning	Re-opening of 2 year old provision.	Enables targeted, responsive teaching for disadvantaged learners.	Learning journals, assessment checkpoints, pupil progress meetings.
2. Speech, Language & Communication	Quality first teaching with an oracy rich curriculum. Daily small-group vocabulary and story-telling sessions. Targeted interventions eg Talk Boost.	EYPP pupils often enter with low baseline language improving this underpins all learning. EYFS profile outcomes.	Baseline and termly language assessments EYFS profile outcomes.
3. Physical Development	Improved fine and gross motor skills.	Vulnerabilities and additional complex needs (can include: SEND / social, mental and emotional well-being difficulties; difficulty within families and/or Social Service involvement	Progress evident through observational assessments and tapestry logs
4. Attendance & Readiness	Inclusion leads, Attendance PSA and Nursery lead support families with routines. Provide healthy snacks.	Improves attendance punctuality and readiness for learning.	Attendance tracking, case studies of families supported.
5. Parental Engagement	Stay and play sessions, workshops (phonics, stories, early maths). Provide home learning packs linked to current themes.	Builds parents' confidence and strengthens learning at home.	Parent attendance records, feedback, take up of activities.

## Monitoring & Review

- Progress of EYPP children reviewed half-termly in pupil progress meetings.
- Termly reports to governors on the impact of EYPP spend.
- Annual review to inform next year's priorities.