LMNS Federation Early Years Pupil Premium (EYPP) and Deprivation Funding Report

Gainsborough Nursery School, Wyndham Park Nursery School, Kingsdown Nursery School and Boston Nursery School

While schools must publish certain information online relating to the pupil premium grant, they do not need to publish information regarding EYPP spending.

However, we have provided this summary of how we have spent EYPP during the academic year 2025-26. This statement details how our schools use early years pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our EYPP strategy, how we have spent the funding in the academic year and the effect that year's spending of pupil premium had within our schools.

Lincolnshire County Council also have a deprivation supplement for all Early Years Providers to support deprived or vulnerable children accessing their universal funding in the setting.

The purpose of the funding is to increase learning opportunities and experiences for these children, to match or exceed those of their peers.

A snap shot of children attending in October using IDACI postcode banding is used as a means of calculating the amount of deprivation funding the setting will receive in the following financial year. It is not allocated to particular pupils but it is expected to represent a typical cohort at each setting. The following are suggestions from LCC on how settings might decide which children are disadvantaged:

- Children who may have had no involvement before they arrive to access their Early Years Entitlement
- Summer born children
- Underachieving boys
- Children with English as an Additional Language
- Children from low income families
- Armed Forces' families
- Children with a disability and /or special need
- Children from minority ethnic groups (including travelers, refugees and asylum seekers) • Children in care
- Children on a plan (TAC, Child In Need, Child Protection)
- Children from disadvantaged and socially excluded groups (such as families with a parent who is homeless, a teenager, mentally ill, disabled, misusing substances)

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all areas of learning.

The focus of our EYPP and deprivation funding strategy is to support disadvantaged pupils to achieve that goal.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. The prime areas of learning—Personal, Social and Emotional Development (PSED), Communication and Language, and Physical Development—are the most important focus for vulnerable children in the early years because they form the foundation for all future learning and development.

These areas are crucial for building a child's capacity to learn, form relationships, and thrive in a social environment.

PSED helps children understand themselves and others, manage emotions, and develop social skills. Effective communication and language skills are essential for children to express their needs, understand instructions, and interact with peers and adults. Physical development supports overall health and well-being, enabling children to explore their environment and participate actively in play and learning.

For vulnerable children, who may already face additional challenges, focusing on these prime areas ensures they develop the resilience, confidence, and foundational skills necessary to benefit fully from subsequent educational experiences and achieve their potential.

Summary of Challenges

Communication and Language

1. **Limited Exposure to Rich Language Environments:** Research indicates that children from low-income families often hear fewer words and less complex language compared to their peers from higher-income families. This disparity can lead to significant gaps in vocabulary and language skills by the time children enter school .
2. **Listening and Attention Difficulties:** Studies show that children experiencing socioeconomic disadvantages are more likely to have difficulties with attention and listening skills, which can affect their ability to engage in and benefit from educational activities.

Managing Emotions

1. **Emotional Instability Due to Stress:** Research highlights that children who experience early adversity, such as trauma or inconsistent caregiving, are at higher risk for emotional regulation difficulties. These children often show increased levels of stress and anxiety, which can manifest in behavioural issues .
2. **Lack of Role Models and Guidance:** According to studies, children who do not have stable, nurturing relationships often struggle to develop the social-emotional skills necessary to manage their emotions effectively. This can hinder their ability to form positive relationships and navigate social situations .

Physical Development (Gross and Fine Motor Skills)

1. **Limited Access to Stimulating Environments:** Research suggests that children from disadvantaged backgrounds may have fewer opportunities for physical play and exploration. This lack of access can delay the development of gross motor skills, such as running, jumping, and climbing, as well as fine motor skills, like manipulating small objects .
2. **Impact of Socio-Economic Status on Motor Development:** Studies have found that socio-economic status can significantly influence children's motor development, with those from lower-income families often showing delays in both gross and fine motor skills due to limited resources and opportunities for physical activities .

These research findings underscore the importance of focusing on the prime areas of learning for vulnerable children, as addressing these challenges early on can help mitigate long-term developmental delays and support overall well-being and academic success.

Sources:

1. Hart, B., & Risley, T. R. (2003). The Early Catastrophe: The 30 Million Word Gap by Age 3. American Educator.
2. Brooks-Gunn, J., & Duncan, G. J. (1997). The Effects of Poverty on Children. The Future of Children, 7(2), 55-71.
3. Shonkoff, J. P., Garner, A. S., & The Committee on Psychosocial Aspects of Child and Family Health et al. (2012). The Lifelong Effects of Early Childhood Adversity and Toxic Stress. Pediatrics.
4. National Scientific Council on the Developing Child. (2004). Children's Emotional Development Is Built into the Architecture of Their Brains: Working Paper No. 2. Harvard University.
5. Gabbard, C. (2008). Windows of Opportunity for Early Brain and Motor Development. Journal of Early Childhood Education.
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Alignment with national evidence and priorities

While some of the foundational research referenced within this report predates recent policy developments, the federation's EYPP and deprivation funding strategy is firmly aligned with current national evidence summaries and priorities. Our approach reflects the Education Endowment Foundation's Early Years Evidence Store, which identifies high-quality adult–child interaction, communication and language development, self-regulation and effective deployment of the workforce as the most impactful strategies for improving outcomes for disadvantaged children.

The focus on the prime areas of learning directly aligns with the Department for Education's Best Start in Life programme, which emphasises early language, emotional security, physical development and strong family engagement as the foundations for children's learning and wellbeing. The federation's decision to invest EYPP and deprivation funding in increasing

staffing capacity and releasing experienced practitioners to work directly with vulnerable children reflects current evidence that how staff are deployed is as important as the interventions used.

Overview of EYPP 2025/26

Gainsborough Nursery School

Total EYPP Funding received	£32,055
LCC Deprivation Funding received	£30,982
Total funding for the academic year	**£63,037**

Wyndham Park Nursery School

Total EYPP Funding received	£16,677
LCC Deprivation Funding expected/received	£9,024
Total funding for the academic year	**£25,701**

Kingsdown Nursery School

Total EYPP Funding received	£14,164
LCC Deprivation Funding expected/received	£5,933
Total funding for the academic year	**£20,097**

Boston Nursery School

Total EYPP Funding received	£14,320
LCC Deprivation Funding expected/received	£6,589
Total funding for the academic year	**£20,909**

How we spent our EYPP and Deprivation funding in 2025/26 Activity

All of our EYPP and Deprivation funding goes towards the cost of employing additional staff and apprentices to allow enhanced support for vulnerable children

Rationale

Enhanced Support for Vulnerable Children: By employing apprentices, we can free up our most experienced and qualified staff to work directly with vulnerable children who benefit the most from their expertise.

Capacity Building: The presence of apprentices increases overall staff capacity, enabling more individualised and small group interventions and allowing us to offer additional sessions to support families in need.

Sustainability: Investing in the training of apprentices hopefully builds a pipeline of skilled professionals who can contribute to the high-quality care and education in the future.

Professional Development: Our qualified staff have the opportunity to mentor the apprentices, further enhancing their leadership and coaching skills.

Impact

1. **Improved Staff-to-Child Ratios:** The additional staffing has allowed for lower adult to-child ratios, ensuring more personalised intervention and support for each child. Extra staff capacity means we may offer families additional sessions to support them for a specific time limited period.

2. **Targeted Interventions:** Qualified staff have been able to implement targeted interventions for vulnerable children, addressing specific learning needs and promoting better educational outcomes.

3. **Enhanced Learning Environment:** With the apprentices assisting in daily activities and routines such as snack preparation and nappy changing, the more qualified staff in the learning environment have become more dynamic and are able to react more quickly to support learning.

4. **Professional Growth:** The apprentices have shown significant progress in their professional development, gaining valuable skills and knowledge through hands-on experience and mentorship from qualified staff.

Case Studies showing the positive impact of EYPP and Deprivation Funding on Vulnerable Children

Child A – Supporting Family Stability Through Access to Work

Child A is an EYPP child whose mother was actively seeking to improve her employment prospects after a period out of work. Mum had begun volunteering at the local primary school, but the lack of affordable childcare outside of nursery hours made continuing this experience difficult, which in turn limited her ability to secure paid work.

Using EYPP and deprivation funding to cover additional staff costs and increase ratios, we were able to offer Child A additional hours at our after-school provision. This ensured that Mum could continue volunteering consistently and gain valuable experience. As a result of this support, Mum successfully secured a lunchtime supervisor position at the school. To help her take on extra contracted hours and work towards qualifying for the 30-hours childcare code in December, we also offered breakfast club sessions for Child A.

Impact:

- Child A accessed high-quality provision for extended periods, supporting their social, emotional and communication development.
- Mum's increased financial stability and employment have reduced stress within the family, creating a more settled home environment.

- Mum has moved from volunteering into paid work and is now working towards securing sustained employment with longer hours.

Child B – Holistic Support for a Family in Crisis

Towards the end of the last academic year, staff became concerned about Child B, who was regularly arriving with no lunch or only very limited food. A sensitive conversation between the key person and Mum revealed a significant change in circumstances. Mum's relationship had broken down and her former partner, who previously covered essential household and childcare costs, was no longer providing financial support. The family had moved to a nearby campsite and were living in a caravan without basic facilities, including access to a washing machine. Mum had reduced her working hours because she could no longer afford the extended nursery provision that allowed her to maintain them.

We immediately put in place a coordinated package of support:

- Extended nursery hours at no cost to allow Mum to take on additional shifts and stabilise the family's finances.
- Use of the nursery washing machine to ensure Child B had clean clothes and could attend with dignity.
- Funding a family food shop to relieve immediate hardship.
- Accompanied visits to the food bank and Citizens Advice, supporting Mum to access benefits, guidance, and ongoing practical support.

Impact:

- Mum secured full-time work and regained financial independence.
- The family moved out of the campsite and into permanent housing, creating a safer, more stable home environment for the children.
- Child B's well-being, engagement and emotional security improved significantly as the family's circumstances stabilised.
- Child B was able to maintain attendance and continuity of learning during an extremely turbulent period.

Child C

This year we have identified several EYPP and deprivation-eligible families who would benefit greatly from attending the Local Authority's Incredible Years parenting programme. Many of these parents expressed interest but were unable to attend.

In response, and funded through EYPP and deprivation funding staffing, we provide one additional funded session per week for targeted children while their parents attend the programme at the local children's centre.

This intervention ensures that:

- Children remain in a safe, nurturing setting familiar to them.
- Parents can access high-quality, evidence-based support without financial or logistical barriers.

- Home–school relationships strengthen through shared strategies and consistent approaches to routines, behaviour and communication.

Expected Impact:

- Improved parental confidence and capacity to support children's emotional regulation and behaviour.
- Increased consistency between home and nursery approaches.
- Enhanced outcomes in PSED and Communication for the children whose parents engage in the programme.

Child D – Targeted Speech and Language Intervention

Child D is a four-year-old EYPP child with identified speech and language delays following cleft lip and palate correction surgery. These delays were impacting their ability to sustain attention, follow instructions and communicate confidently with both adults and peers.

Using EYPP funding, Child D received targeted support from qualified staff through focused small-group interventions. These sessions incorporated evidence-based strategies to support attention, listening and expressive language development, delivered consistently over the term.

Impact:

• Child D's attention and listening skills have improved, enabling them to engage more effectively in group learning activities.
• Speech, language and communication skills have developed, allowing Child D to express needs and ideas more confidently.
• Improved communication has supported more positive peer interactions and increased social confidence.
• Child D is now better prepared to access the wider curriculum and transition confidently into school.

Child E – Behavioural Regulation and Emotional Well-being

Child E, a three-year-old EYPP child, presented with significant behavioural challenges, including frequent emotional outbursts, difficulty following routines independently and challenges forming positive peer relationships. These behaviours limited their engagement in learning and required a high level of adult intervention.

EYPP funding was used to employ an apprentice, enabling enhanced staffing ratios. This allowed experienced staff to deliver targeted, individualised support for Child E, including structured routines, positive behaviour reinforcement and consistent one-to-one support. Parents were also supported through regular meetings to ensure a shared and consistent approach between home and nursery.

Impact:

• A reduction in behavioural incidents has been observed, with Child E demonstrating improved emotional regulation.
• Child E now follows daily routines with increasing independence and predictability.
• Peer relationships have improved, with Child E beginning to form positive friendships and engage collaboratively in play.
• Increased engagement in learning activities has been sustained over time.
• Parents report improved behaviour at home, reflecting the success of consistent strategies across settings.

Child F – Physical Development and Inclusion

Child F is a two-year-old EYPP child with delays in gross motor development due to a lifelong medical syndrome. These delays limited their ability to access learning opportunities independently, particularly floor-based and outdoor activities.

Enhanced staffing ratios funded through EYPP enabled staff to deliver daily targeted physical development interventions. These included supported standing at tables, encouragement of bottom shuffling to access floor-level activities and supported access to outdoor provision. Staff were also able to implement a physiotherapy programme provided by Physiotherapy Services during nursery sessions.

Impact:

• Child F has increased opportunities to access the full learning environment, including indoor and outdoor provision.
• Strength, coordination and physical confidence are developing gradually through consistent daily intervention.
• Physiotherapy exercises are delivered consistently, maximising therapeutic impact.
• Parents report increased confidence in continuing physiotherapy activities at home, strengthening home–nursery partnership.
• Child F's inclusion, engagement and well-being within the nursery setting have improved.

Conclusion

Employing apprentices and additional staff hours through EYPP and deprivation funding has proven to be a highly effective and sustainable strategy for supporting vulnerable children across our federation. The increased staffing capacity has allowed qualified practitioners to focus their expertise where it is most needed, enabling timely and targeted interventions that directly address the developmental challenges outlined earlier in this report. As the case studies demonstrate, this approach has had a transformative impact—not only on children's communication, social– emotional development and physical skills, but also on the stability and well-being of the families we serve.

The funding has empowered staff to act swiftly and compassionately in times of crisis, to remove barriers that prevent families from accessing essential support and to create the conditions in which children can thrive. It has also strengthened our relationships with parents, enhanced the consistency of support between home and nursery and contributed to improved attendance, engagement and readiness for school.

Crucially, this model also builds long-term capacity within our settings. Apprentices gain high quality training and mentorship, supporting workforce development at a time of national recruitment challenges and ensuring that our expertise and high standards are sustained into the future.

By continuing to invest EYPP and deprivation funding in approaches that increase staff capacity, strengthen family partnerships and deliver personalised, high-quality early education, we remain firmly committed to giving every child—particularly those who are most vulnerable—the strongest possible foundations for learning, development and lifelong success.