The Early Years Pupil Premium strategy (EYPP) at Ambleside Nurseries.

At Ambleside we strive to support all children to access and enjoy a stimulating and secure learning environment.
We aim to identify any barriers to learning and create strategies to overcome these.

The EYPP contribution is used flexibly to ensure that we can offer the level of support that individual children and their families require.

Nursery Overview:

2025-2026 to date (February 2026) (*predicted based on census)

Meadows	Autumn 25	Spring 26	Summer 26
Number of children on roll	84	101	
Proportion of children eligible for the Early Years Pupil Premium	19%	18.8%	
Funding received	£3570.00	*£4239.30	

Pastures	Autumn 25	Spring 26	Summer 26
Number of children on roll	58	59	
Proportion of children eligible for the Early Years Pupil Premium	10.3%	8.4%	
Funding received	£1980.00	*£1650.00	

2025-2026

Meadows	Autumn 24	Spring 25	Summer 25
Number of children on roll – Meadows 3-5 Nursery	90	106	123
Proportion of children eligible for the Early Years Pupil Premium	10%	12.2%	10.6%
Funding received	£1285.20	£1664.64	£2730.00

Pastures	Summer 25
Number of children on roll	50
Proportion of children eligible for the Early Years Pupil Premium	20%
Funding received	£1980.00

2025-2026

Focus and Intended outcome	Implementation
Attendance To reduce the impact of low attendance on children's outcomes and wellbeing. To work with parents and carers to support regular attendance. To promote smooth and positive transitions through trusting relationships and adjusted specialised provision.	Implementation of Famly system, allowing families to report illness/absence with ease. Additional home visits, and 1-1 visit opportunities created to support children to transition positively into the setting. Two adults home visiting weekly in a number of cases to reduce attendance as a barrier to learning. Social stories and visuals created and used daily to support a positive and calm transition. Welcome packs of highly motivating resources created to a support daily transition. Separate areas of the nursery set aside and prepared to support highly anxious children to build relationships with supporting adults. Daily phone calls made where no communication was received and regular meetings with parents to support attendance. SLT focus on building relationships with families, creating an open trusting dialogue.
Emotional Wellbeing To support children's emotional wellbeing in an unfamiliar/new environment. To offer strategies to help children regulate emotions and remain calm throughout the session.	A strong focus on the emotional wellbeing of children and their families has seen an additional welcome session including tea, coffee and chat, and an additional wellbeing and welfare phone call four weeks into the child's learning journey with us. Small group nurture experiences have been planned and provided across both nurseries. This has included re-resourcing the sensory rooms and calming buckets across the nurseries. A member of staff has trained and created a resource pack to enable individual TAC PAC sessions to be offered to children in need of support to regulate.
Communication and Language To enable families to offer supportive interactions. To support children to confidently and effectively communicate their needs and preferences. To ensure that children make ongoing progress against their starting point when regularly assessed using ECAT.	A further member of the team has attended Makaton training to enable her to support children with limited verbal communication. Song, sign and stories to be uploaded to our closed Facebook group to promote shared communication in the home. In both nurseries a focus on communication and Language means an added intervention group to support children to achieved expected or exceeded levels of development, and to build confidence in communicating with adults and peers.

2024-2025

Focus and Intended outcome.	Implementation.
Social Skills To enable families to offer supportive interactions and play. To promote play and interactions, independence and self help skills.	Introduction of "What we do and why we do it" parent workshop developing play and interaction strategies. Resources and staffing to provide turn taking games and collaborative play skills on a reduced ratio. Opportunities for families to visit the nursery and learn about the learning on offer. Conflict resolution workshop offered for parents and carers.
Emotional Wellbeing To provide bespoke opportunities and settling arrangements to support emotional wellbeing. To develop experiences, spaces and interventions to enhance relationships and wellbeing. To ensure ongoing progress in wellbeing and involvement levels when assessed against the Leuven scales.	Small group and 1-1 nurture sessions offered to support emotional wellbeing. Further training for new members of team- Leuven scales. Additional time given for adults to carry out regular assessments. Introduction of small group cooking activity to give special time to children who display a lower level of wellbeing and involvement. Small sensory room created to support children's emotional wellbeing and provide a break out calming space.
Language and communication. To support children to confidently and effectively communicate their needs and preferences. To ensure that children make ongoing progress against their starting point when regularly assessed using ECAT.	Five members of the team have been trained in delivering the curiosity programme, an intervention used to promote 1:1 connection and shared attention with adults. Further adults received training in Attention Autism delivery.

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