



## SUPPORTING CHILDREN IDENTIFIED AS EXPERIENCING DISADVANTAGE WITH TRANSITION TO SCHOOL

### Did you know?

- 4.5 million children were living in poverty in 2023/24 which is an increase from 4.3 million in 2022/23. This equates to 31% of all children, or more than 9 in a classroom of 30. [Facts & figures - North East Child Poverty Commission | Every child deserves an equal chance in life.](#)
- The attainment gap at the end of the EYFS in the UK is stubbornly wide, -20.4pp (2025), between children eligible for free school meals (FSM) and children non-eligible for FSM.
- The Early Years Pupil Premium (EYPP) has one aim: to improve outcomes for socio-economically disadvantaged children from 9 months upwards. In April 2025, the Department for Education (DfE) increased funding for the EYPP by 45% to £570 per child per year. [Early Years Pupil Premium | EEF.](#)
- £1,515 is available in funding to schools per eligible primary-aged pupil (Pupil Premium Funding 2025) [The EEF Guide to the Pupil Premium | EEF](#) and will be eligible for up to six years after they were first eligible.
- Schools must have a pupil premium strategy in place which is updated every three years as a minimum. [The EEF Guide to the Pupil Premium | EEF.](#)

## READY

### - gather information to plan to meet the needs of the individual child

#### Universal Transition

- Conduct home visits and gather significant information. (Documents 32.1-35.2).
- Conduct previous setting visits to gather any relevant information (Documents 36.1-38.1).
- Use the transition level of need tool to identify level of support required. (Documents 5.1-5.9, 5a & 5b).
- Ensure the whole team are aware of any needs within the cohort and the strategies are in place to support them.

#### Enhanced Transition

- Speak to previous key person to find out how funding was used and what the impact of this was.
- Ensure parents/carers have checked eligibility for funding, especially when moving from nursery to reception – support parents/carers to do this as part of their induction (filling in paperwork together, make school devices available, allow access to school internet).
- Share a transition booklet with the child that contains photographs of important people and places within the school.



## STEADY

- use the information to plan ahead and offer guidance for parents/carers on how to support their child to be ready for school. Suggest home learning activities prior to starting school

- Allocate a member of staff to support the child and family with transition.
- Utilise all opportunities (home visits/1:1 meetings) to gather as much information as possible about the child and family.
- Provide additional opportunities for the child and family to visit to the school/ reception class prior to starting.
- Provide items of uniform that could incur a high cost to families (anything with the school badge) or provide financial support for families to be able to purchase uniform.
- Direct families to local services and events that could be supportive during the summer (Family Centre, library, local parks, charities, community groups).
- Provide the family with pertinent resources and equipment linked to their specific needs and to support future learning and development (core texts that will be used, mark-making tools, board games, everyday equipment).
- Ensure staff access any relevant CPD including understanding attachment aware and trauma informed practice.

## GO

- Have in place activities and resources to support the child through their first days at school

- Allow for or provide a transitional object for the child to use during the settling in phase and as long as required.
- Review home/school communication methods to ensure they are accessible to parents/carers and are having the desired impact.
- Ensure resources and texts in school generate a sense of belonging by being inclusive and accessible for all children and their families.
- Use on entry attainment information to establish appropriate targets, interventions and monitoring schedules for each child.
- Arrange meetings with parents/carers to discuss progress and plan use of funding (repeat termly).
- Allocate a member of staff to regularly check in with the child daily and to implement any interventions within provision (including obtaining/producing any resources that might be required).
- Offer additional hours, funded by the school, for lunch time (nursery) or wrap around care (breakfast club, after school, holidays).
- Plan for enrichment opportunities in school or use funding to support families with the cost of accessing wider opportunities away from school, including trips, clubs and visitors.