

Early Years Pupil Premium

October 2019

What is Early Years Pupil Premium (EYPP)?

EYPP is additional funding for early years settings to improve the provision that disadvantaged three and four year olds receive. This funding is intended to close the gap between disadvantaged children and their peers by supporting settings to offer high quality education and care. EYPP is paid at the national rate of 53p for every free early education hour that a child attends in their setting. This amounts to £302.10 per child per annum (2019-20). Children must meet nationally defined criteria to qualify. In 2018-19 the nursery received £3,530 which was used to support the children to achieve their objectives, identified through a clear tracking system. It was identified that most of these children made good progress in all areas, unless their complex needs affected a specific area. 10 of the 2019 leavers were on the EYPP register. The results for this group of children (including those with SEND) can be seen below and the Baseline data for this year's cohort.

Area of Development	Percentage EYPP leavers working in age appropriate age bands		October 2019 baseline -8 chn (total % of EYPP= 15%)	
	Oct 18	July 19	Oct 19	July 20
Listening and Attention	82%	100%	67%	
Understanding	66%	100%	67%	
Speaking	42%	90%	67%	
Moving and Handling	66%	100%	83%	
Health & Self-Care	59%	100%	83%	
Self-confidence & Self-awareness	67%	90%	83%	
Managing Feelings and Behaviour	58%	90%	50%	
Making Relationships	42%	90%	33%	
Reading	64%	70%	50%	
Writing	55%	90%	33%	
Number	45%	80%	50%	
Shape, Space & Measure	83%	80%	50%	

See Guidance on the use of Early Years Pupil Premium 2015-16 produced by *Early Years and Childcare Service Surrey County Council*.

Early Years Pupil Premium at The Wharf Nursery School and Children's Centre

*'Communication and Language', 'Number' and 'Personal, Social & Emotional' have been identified as areas on which to focus the 2019-20 funding. This is based on the evidence provided through observations, tracking data from the previous year and discussions with staff and parents. We recognise that in September 2019 11 of our 3-4 year olds have identified Special Needs, 8 are on the EYPP register and 23 have two languages at home. Below is a draft plan outlining how we intend to use EYPP funding to strengthen our provision around *Communication & Language and Personal, Social & Emotional*.*

Objective	Activity/Intervention	Impact/Measure
Transition focus	Support for parents to complete on-line forms Take photos of the setting on home visits	
Closing the gap	Enrichment/ language groups Challenge groups Nurture Groups and language support for EAL and SEND children. Continuation of sustained small group opportunities to focus on higher achievers Continued and sustained use of Makaton throughout the nursery school	Sustained use of visual prompts particularly at transition times (Pouches and photo fobs) and group times Enhanced resources supporting children with EAL. Increased parental support, home country photos, food boxes etc. Opportunities for all children to make good

	<p>(on-going staff training and support)</p> <p>Continued and sustained use of visual aids throughout the nursery</p> <p>Refresh resources celebrating and reflecting a diverse range of people and cultures. Opportunities for parents to share knowledge and skills. Staff training</p> <p>Further develop the opportunities for marking making, following children's interests</p> <p>Introduce Forest School principles (following the training of 3 staff members in 2018-19)</p>	<p>progress (highlighted by the data) whatever their needs, interest or learning style.</p>
<p>Ensuring high quality practice through continued professional development</p>	<p>Embed staff projects around well-being and mental health for children, parents and staff.</p> <p>Analysis of the progress of children receiving EYPP (tracking data) 'Better for Your Boy' workshop for parents- staffing and resources Additional hours for existing staff.</p>	<p>Survey data- parents and staff. Children's achievement data</p> <p>Continued robust analysis of tracking data charts progress and the impact of interventions. Review of end of year data. Parent feedback to ensure next steps are agreed by SLT and governors and are worked through.</p>
<p>Early language focus</p>	<p>Loan library EAL resources- e.g. Talking Pen, dual language books SSTEW audit Audit of classroom environment and review of data Opportunities for parents to observe staff sharing stories with children Buy in additional services e.g. SALT</p>	<p>80% of children to be working in age appropriate bands Good range of appropriate resources Review the audit and action gap areas</p>

<p>Parental involvement and engagement.</p>	<p>Parent information sessions (coffee mornings) and workshops to support home learning. i.e.</p> <ul style="list-style-type: none"> • practical ideas to promote learning through play (leaflets, displays) • understanding how The Wharf promotes children's language development • Further developing the lending libraries and introduce story sacks. <p>Refresh book library</p> <p>Review use of Facebook; ParentMail and access to Newsletters</p> <p>Encourage the use of lending libraries and add to the resources- e.g. Story sacks (positive staff feedback from parents)</p>	<p>Sustained engagement with parents and carers.</p> <p>Parents' knowledge and understanding of child development and learning enhanced.</p> <p>Review 'Tapestry' (parent questionnaire).</p>