

EARLY YEARS PUPIL PREMIUM – Planned expenditure and intended Impact 2017 – 2018

Early Years Pupil Premium provides funding for children whose parents are in receipt of certain benefits, such as income support, or who were formerly in local authority care but who left care because they were adopted or were subject to a Special Guardianship or Child Arrangements order.

We have been able to claim up to £302 a year for children who meet the criteria for the funding. This has been used to support children’s development, learning and care in order to close the attainment gap.

The Early Years Pupil Premium Funding which Greenfield Nursery School has received has been used to make a contribution to the cost of a range of intervention and support programmes. This contribution ensures that all our children are supported in their learning and make the best possible progress.

We are very keen to access EYPP funding so we can ensure that we are providing the best start for all of our children. All families will be asked to fill in the relevant section of the funding declaration form given out when their child joins our setting which will allow us to claim the funding for all eligible children. Eligibility is checked simply using a parent/carer’s National Insurance number.

Overview of the funding for 2017 - 2018 Number of Children and Early Years Pupil Premium Funding Received

Number of Children & Early Years Pupil Premium Funding Received to date	
Total number of Nursery children eligible for EYPP	Autumn 2017 – 19
	Spring 2018 – 19
	Summer 2018 - 17
Total number of Pre-School children eligible for EYPP	Autumn 2017 – 0
	Spring 2018 – 6
	Summer 2018 - 10
Total EYPP expected budget allocation 2017 – 2018 (based on 19 eligible children) Actual Income for 2017-1018	Total – £5,757
	Total – £7, 272

Priorities for 2017 - 2018

Nature of planned support and expenditure 2017 – 20118	
Area of need – Communication skills development and confidence in making relationships Provision	£250

<ul style="list-style-type: none"> • Attendance at Alice Sharp project in conjunction with Acorns Teaching school – Focus - enhancing experiences in role play ▪ Boardmaker used to support and enhance interactions using visual cues – specific cues for some children ▪ Purchase of instruments to run a music workshop ▪ Wellcomm Screening ▪ Individual support and small group work to support speech, language and communication using Wellcomm materials ▪ Talking boxes and bags ▪ Nursery Mascot for children to take home ▪ Summer Term – Sensory collection to enhance communication 	<p>£229.18 £500</p> <p>£25 £20 £182. 90</p>
<p>Impact: The percentage of EYPP children reaching age related typical attainment was 71.4% - this was 3% higher than the rest of the cohort. Learning journals showed evidence of children’s ever developing language and engagement with `real` objects in role play areas. Identified children made progress using Wellcomm interventions</p>	
<p>Area of need – Personal, Social & Emotional (PSED) development Provision</p> <ul style="list-style-type: none"> ▪ Purchase of more instruments to further develop Music work shop ▪ Staff time to plan and lead Music workshops ▪ Purchase additional resources to match children’s interests and develop social skills ▪ Support for vulnerable families by providing breakfast/lunch club as required ▪ Taxi costs paid - to school ▪ Develop effective transitions into nursery and reception classes, supporting children’s visits to next settings, staff meeting staff from receiving settings ▪ Weekly Nurture groups planned and led by specially trained staff to develop social skills and address emotional needs (spring/summer term) ▪ Summer Term – Debutots 	<p>£700</p> <p>£55 £400</p> <p>£303</p> <p>£606</p> <p>£2200</p> <p>£480</p>
<p>Impact: Providing a taxi improved attendance in school for 2 children, impacting positively on their progress and social skills by way of ensuring stability with known adults and peers. The Nurture group had a positive impact the Boxhall Profile showed clear progress for identified children. Children’s feedback was positive – “is it Liz day?” “Hooray?” “I love this day” Learning journals showed development of confidence for children. Case studies show positive outcomes and development of positive self-esteem. Additionally staff noted some children with challenging behaviours were able to self-regulate, reducing challenging behaviour. Children attaining age related typical behaviours was slightly (1.5%) below the rest.</p>	
<p>Area of Need – Literacy development particularly language enrichment and mark making</p>	

Provision <ul style="list-style-type: none"> ▪ Staff training – Chat in a box ▪ Purchase Core Books – to develop listening skills, engagement, storytelling and language ▪ Story telling workshop for staff ▪ Parent/Carer workshops – Reading & Early mark making to enable parents to better prepare their children for school ▪ One to one and small group support, second half of Summer ▪ Learning at home bags 	<p>Free</p> <p>£200</p> <p>Free</p> <p>£150</p> <p>£269.90</p>
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Impact:
The development of `Chat in a box` has had a positive effect on the development of language as noted in the first area of need, C&L above peers. Children have been observed re-telling stories and making props to support them but the high SLCN within this group has impacted on developing further creative language. Positive feedback was gathered from the workshops for parents. 57% achieved age related attainment

Area of Need – Understanding of the world Provision <ul style="list-style-type: none"> • Forest school sessions bought in to develop self-confidence, communication skills & different outdoor experiences (Summer Term) ▪ The Ark Farm visit - to develop confidence, language, and UW 	<p>£720</p> <p>£545</p>
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Impact:
Children attaining age related typical attainment was 57.1% Overall there was an increase in eligible children later in the summer term making it harder to monitor outcomes of activities. Children made very good progress with social development and developing self-confidence – the Forest school experience had a positive impact, noted in observations.

Expected Impact of Interventions

Monitoring the spend
The interventions are monitored throughout the year by leaders. Termly children’s progress meetings focus on outcomes for individual children. Progress and attainment is tracked through assessment processes. Meetings with each child’s key person and the evidence in individual learning journals as well as information from regular assessments are used to measure the impact of the interventions. Staff moderate their judgements and discuss with colleagues what has worked so that good practice can be developed further

Expected Impact:
Children entitled to EYPP funding are to make better than expected progress in all areas of learning. (End of Year Data)
Children in music workshop will develop their personal and social development and language and communication skills (End of year data and case studies)

Children in the nurture group will increase confidence, self esteem and develop communication skills (Data from targeted children and Boxhall profile scores, case studies.

Impact Measures;

- Early Years Outcomes Statements
- Boxall Profile
- Characteristics of Effective Learning
- IAELD/ Early Development Journal
- Wellcomm assessment

Amount to end Spring of EYPP interventions: £ 2,456

End Summer amount of EYPP interventions: £4,835.98