

Pelton Community Primary Nursery School Early Years Pupil Premium Expenditure: 2018/19

Overview of the School

Number of children and Early Years Pupil Premium (EYPP) received	
Total number of children on roll	Autumn 2018 – 33 Spring 2019 – 52 Summer 2019 - 54
Total number of children eligible for EYPP	Autumn 2018 – 10 (30%) Spring 2019 – 15 Summer 2019 - 19
Amount of EYPP received per child (average)	Average £97 per term
Amount of EYPP received termly	Autumn 2018 – £1001.70 Spring 2019 – £1311.75 Summer 2019 - £1963.65
Total amount received	£ 4277.10

Rationale

The purpose of Early Years Pupil Premium (EYPP) funding is to help ‘close the gap’ between the lowest achieving children and those who are making age appropriate progress or above. The Government allocates extra money per pupil directly to the school when families meet certain criteria relating to household income. Research has shown that these children are more likely to under achieve, therefore the EYPP is specifically used to make sure they reach their full potential in the Early Years.

We have to explain the reasoning behind the way this funding is spent and demonstrate the positive impact it has on this group of children’s progress because we are accountable to the DFE/Ofsted, Governors and the whole school community.

In order to meet the above requirements, Pelton Community Primary Nursery School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of **all** pupils. As part of the additional provision made for pupils who belong to vulnerable groups we will ensure that the needs of the socially disadvantaged pupils are adequately assessed and addressed through termly pupil progress meetings and data analysis.

Our on entry data shows that many of the children, including those with EYPP group start nursery school below age related expectations in all areas within the prime areas of Personal, Social and Emotional, Communication and Language and Physical development. We also see children whose well-being and self-esteem is particularly low and recognise the highly negative impact this has on their potential to learn. In response to this we want to provide rich learning opportunities that address all of the above.

Nature of Support 2017/18
<ul style="list-style-type: none"> • Targeted support across Nursery specifically linked to PSED, CLL and PD • Focus on social, emotional and behaviour – targeted support to help children manage their feelings and behaviours, use of specialist resources • Targeted support to develop speech and language • Implementation of ‘Talk Boost’ a programme to develop speech and conversation skills. • Implementation of motor skill programme to be implemented with targeted children by external provider. • To increase parental engagement of disadvantaged pupils. • To provide breakfast/snack at the beginning of each session for those children in receipt of EYPP

Area for Development	Cost	Objective/Description of activity Item/Project	Predicted Outcome
Targeted Support			
<p>On entry to 3-4 nursery assessment information clearly highlighted Communication and Language as an area of weakness. Speech affects all areas of the curriculum. Many of our children require lots of opportunities to develop listening and speaking skills in preparation for reading Some children have limited vocabulary and require a language rich environment Some of this work is tailored to meet individual needs and some is small group work. Raised self esteem and wellbeing</p>	<p>TA to implement talk boost intervention programme 3x30 min sessions over 10 week period</p> <p>Purchase resources which require co-operation and are open-ended (loose parts to imagine and create with). In continuous provision to ensure language opportunities are maximised for example if there are buckets in the sand area are they of differing sizes, colours and materials so that children can show what they know eg "I want the big shiny bucket to make my castle with." £300</p>	<p>For children to succeed at reading they need 'readiness for reading'. Staff assess this through careful observations / baseline. This helps practitioners identify gaps in learning and provide support where necessary. The support we provide includes:</p> <ul style="list-style-type: none"> • Small group phase 1 activities - Targeted development of language, auditory skills and talking through phase 1 letters and sounds activities • Early Talk Boost – a small group intervention for nursery aged children is used to develop early language skills. • Forest Schools – an intervention to develop listening, understanding and attention skills • Song and rhyme time/ musical minis – through enjoyment of music/songs and rhyme time children develop their listening, attention and speech and language skills. • Reading library set up for parents to help themselves to a range of books and song bags. • Purchase open ended / loose parts to encourage language development 	<p>Children will: Develop their speech and language skills resulting in</p> <ul style="list-style-type: none"> • improved speech and communication skills, • widened vocabulary • raised confidence. • Improved listening and attention • Improved social communication
<p>Listening, attention and concentration improved for the majority of the children</p>	<p>Staff training for new staff – BLAST Smaller intervention groups to support listening and attention – more specific work for fewer children</p>	<p>Children's listening and attention is a barrier to learning; therefore we plan small interventions in our snug (less distracting space) which allow each child to have less distractions and more time to process information.</p>	<p>Improved listening and attention skills and concentration for working in busier environments</p>
<p>Gross motor skills (as above for Physical Development)</p>	<p>£576(1 x week for 6 weeks) (Simply Sport)</p>	<p>For those children needing extra support with their physical development;</p>	<p>Children's physical skills will improve as their ability to</p>

	<p>Waterproofs purchased</p> <p>Wiggle and jiggle CD's</p>	<ul style="list-style-type: none"> Targeted motor skill programme delivered by external provider Simply sports Gross motor programme – small groups of children can access the soft play adhering to a programme to develop specific skills (climbing, strengthening core muscles, throwing and catching). Wiggle and jiggle session starters Forest schools Time on the school play equipment Waterproofs purchased enabling children to access outdoors in all weathers practising and improving their physical development Bikes / trikes / scooters purchased 	<p>respond to instructions develop Core muscles will strengthen with increased amounts of time spent practising skills to climb and manoeuvre around soft play apparatus. Forest Schools will enable children to experience all aspects of nature first hand, learning in unique outdoor spaces developing gross motor skills.</p>
<p>PSED intervention needed as results from data analysis showed this was a particular area of need for our EYPP children especially. Managing feelings and behaviours and making relationships in Personal Social and Emotional Development were recognised as particularly low.</p>	<p>6 x 30 min per week TA from Jan- July £880</p> <p>10 EYPP children x 20 mins per week x 25 weeks = £11.70 per hour</p> <p>Duplo therapy – resources £96</p> <p>Tac pac's</p>	<p>EYPP children to be supported in their development of social skills and behaviour through</p> <ul style="list-style-type: none"> targeted child –initiated play through the Box of Feelings programme whole class planned PSED sessions forest schools programme <p>In order to raise children's self-esteem, well-being and their listening and attention skills we implemented some small group activity work where children have more time to learn new skills and also have the opportunity to have success in smaller groups as the activities can be more tailored to individual needs</p>	<ul style="list-style-type: none"> Develop skills in turn taking Encourage sharing Increase self awareness and confidence Recognise and name their emotions Improved behaviour and peer relationships Work collaboratively and individually at own pace
<p>We recognise that some children arrive at school without a nutritious meal which can impact on readiness to learn and behaviour for learning.</p>	<p>£5 per week 38 weeks = £190</p>	<p>We offer breakfast / snack at the beginning of each session for children in receipt of Early Years Pupil Premium</p>	<ul style="list-style-type: none"> Better performance in the nursery Improved attention on the task at hand Improved behaviour
Other Approaches - main aim to include parents/carers in learning			
<p>We recognise that home is a child's first educator. We work in partnership with home and try to build upon this through providing a rich and stimulating curriculum. We recognise that not all children have the</p>	<p>Resources £400</p> <p>2xdays management time to work on set up £950.00 Staffing 4 hours per week x 18 = £11.70 per hour = £842.24 Total = £2192.24</p>	<p>To support our children in their learning at home we have developed</p> <ul style="list-style-type: none"> An Activity Pack borrowing Library. This helps to teach parents/carers how to create fun learning opportunities to support their child in reaching their potential as a learner. We employ a member of staff to create fun activity packs full of exciting resources. The 	<p>Parents/carers will be more engaged in their children's learning They will have a better understanding of how to play/ support their children's learning at home They will have the resources to engage in activities / story time</p>

<p>same life chances and all children come to nursery with different experiences.</p>		<p>children choose from a selection each week to take home and play with an adult. There are a wide variety of packs which cover all seven areas of the nursery curriculum.</p> <ul style="list-style-type: none"> • Topic webs with ideas for parents to try out at home are handed out every half term. • Stay and play sessions, with an example of a taught session at the start of the play and stay showing parents/carers some easy/free activities they can do at home with their child/ discuss progress / look at Learning Journals and play with their children. 	<p>Parents/carers will understand the importance of their involvement in their child's early education Parents/carers need to be involved in their child's education throughout school and if they get involved early then this may continue. For parents and carers to see the school environment as a fun and friendly establishment. For parents and carers to support their child's learning at home effectively.</p>
<p>Early intervention and support offered to develop relationships and strengthen networks surrounding the EYPP families by ensuring a supportive team is in place delivering Two Year Old Integrated Reviews, targets implemented and followed through 3-4 years Nursery.</p>	<p>Release staff to conduct the 2 year old integrated reviews – using TA to cover from 3-4 room TA cover 40 mins x10 per year</p>	<p>To support children's learning and development in all areas</p> <ul style="list-style-type: none"> • Discuss progress and abilities with parents during meetings with health visitor, key worker and parent to enable parents to better understand their child's starting level. • Supportively and sensitively discussing any identified issues with behaviour/ toileting/ eating/ sleeping / health / speech. Giving advice and follow up checks in 3-4 room. • Open door policy 	<p>Issues surrounding identified needs which would have an impact on learning and development addressed and children in line with other children. Any health / behaviour issues to be supported at home via information strategies from Health Visitor and Nursery partnership.</p>
<p>Health drop ins – to discuss any issues surrounding the development of their 3- 4 year olds on a termly basis General health issues Toilet training Attendance Healthy food Sleeping Behaviour</p>		<p>Parents/carers will be invited for lunch with their children so that healthy food can be discussed.</p> <p>General health groups can be set up to need – toilet training, early child illnesses</p> <p>Discussions surrounding children's lunches to help support and achieve a healthy approach to eating</p> <p>There are also more children attending Nursery with issues around using the toilet.</p>	<p>To continue to work closely with families so that they are confident to work closely with school and ask for advice or support when needed. Children toilet trained at an earlier age Sleeping patterns and routines embedded Successful behaviour strategies in place for maximum impact and desirable outcomes. Appropriate healthy packed lunches</p>
<p>Quality of teaching for all</p>			

The experiences of children in Nursery will be enhanced through visits and visitors		Educational Visits to spark interest and engagement in children. Fully fund any educational visits for those children in receipt of EYPP. Not being present on visits would hinder further interest/lack engagement in following sessions.	Widening of learning experiences, and providing extra interest and socialisation for children. Real life opportunities to learn new vocabulary and enthused to use it.
High quality resources in the setting will enable progress to be made in key areas		Resources will be audited. Key areas will be targeted including reading, mark making, number and social skills. These will be aimed at allowing children to apply key skills in all areas – EYPP children’s interests will be taken into consideration and resources adapted and purchased to entice those children into specific areas to ‘close the gap’ in specific areas needed (as determined from data analysis and quality observations).	Increase in coverage and development in all 7 areas and progress recorded in each area for EYPP children, using children’s specific interests to help gain their interest in specific areas.
High quality teaching and staff training to support staff in being adept in providing quality interactions to plug gaps through play and make high quality observations using Tapestry.		High quality observations will enable staff to ensure children are making progress and where there are gaps in learning Training for staff will enhance the quality of observations across all areas. Staff will discuss and decide the frequency of observations in order to impact on progress and provide evidence for assessments. Good examples shared from local nurseries. Attending cluster meetings to share good practice	Tapestry in place across EYs October 2017 and on-going. High quality observations which can be accessed by parents- evaluation Spring 2018

Measuring the impact of EYPPG spending 2018-19

Measuring the impact of the activities implemented through the Early Years Pupil Premium will be an integral part of all evidence provided. This will link to our current formative and summative assessment process. The learning journals show progress of the child’s holistic development through prime and specific learning and development areas.

The specific progress of the children in receipt of EYPP will be compared to other children in order to see differences diminishing. The impact of EYPPG spending has been monitored throughout the year, and analysed see below:

Communication and Language

Listening and Attention 27% of EYPP scored typical and above on entry compared to 58% on exit.

Understanding 36% of EYPP scored typical and above on entry compared to 58% on exit.

Speaking 18% of EYPP scored typical and above on entry compared to 58% on exit.

Physical Development

Moving and Handling 36% of EYPP scored typical and above on entry compared to 75% on exit.

Health and Self Care 27% of EYPP scored typical and above on entry compared to 100% on exit.

Personal Social Emotional Development

Self-confidence and self awareness 27% of EYPP scored typical and above on entry compared to 83% on exit.

Managing feelings and behaviours 0% of EYPP scored typical and above on entry compared to 33% on exit.

Making relationships 27% of EYPP scored typical and above on entry compared to 67% on exit.

Literacy

Reading 36% of EYPP scored typical and above on entry compared to 58% on exit.

Writing 18% of EYPP scored typical and above on entry compared to 50% on exit.

Mathematics

Number 27% of EYPP scored typical and above on entry compared to 50% on exit.

Shape Space and Measures 27% of EYPP scored typical and above on entry compared to 50% on exit.

Speech and Language, Physical Development and PSHE were a particular focus for this cohort of children, who are in receipt of EYPP, and from the above data it clearly shows the impact the funding has had on all areas, but in particular the targeted areas showing the greatest improvement and impact.