

Early Years Pupil Premium

From April 2015, nurseries, schools, childminders and other childcare providers have been able to claim extra funding through the Early Years Pupil Premium (EYPP) to support children's development, learning and care. All children aged three and four (not two-year-olds), who meet the eligibility criteria will benefit from the funding. This funding is paid directly to us on an hourly rate basis, linked to claimed hours for entitled children. The annual value for a 15-hour place over a full year is just over £300. In order to be able to claim this funding we require parents to sign the funding agreement which asks for details of parent's date of birth and National Insurance number.

Which three-and four-year-olds will be eligible for the EYPP?

A child will be eligible for the EYPP if they:

Are in a low-income family and their parents are in receipt of benefits (one or more), for example, Child Tax Credit and Income Support;

1. Have been adopted from care;
2. Have left care through special guardianship;
3. Have been looked after by the local authority for at least the span of one day;
4. Are subject to a child arrangement order.

National data and research tells us that children eligible for free school meals or those who have an unsettling start to life tend to do less well, for example in 2017, 56% of children eligible for free school meals achieved the expected level at the end of the early years foundation stage compared with 73% of other children. The Early Years Pupil Premium is designed to provide us with extra funding to close this gap.

Barriers to Learning

The barriers to learning are varied across the children eligible for the Early Years Pupil Premium and as such are addressed in a personalised way. As an Early Years setting, we have the freedom to choose how we spend the money to best support the children entitled to this additional funding. We believe that by assessing the needs of individual children considering both their strengths and areas for development we can plan provision and experiences that will enable them to meet their next steps in learning. Therefore, EYPP will be bespoke to each child and will be recorded in the child's 'learning passport'. Each Early Years Pupil Premium child has an individual passport in which the key person looks at their specific barriers to learning taking into account their strengths, interests and areas for development. Strategies are then agreed with the whole staff team and parents and a programme of targeted support for that child is outlined in their passport. The passport is updated at least three times a year, but the progress of Early Years Pupil Premium children

is discussed by the staff on an ongoing basis. The desired outcome is that every child makes outstanding progress achieving to their best ability.

We have a range of strategies in place for engaging with parents in order to ensure that we can work in partnership to achieve the best possible outcomes for children. This includes:

- An open-door policy so that parents and carers are encouraged to talk about their child's interests and progress on an ongoing basis so that any concerns are addressed promptly
- Termly parent meetings to discuss planning in the moment and next steps for learning;
- Weekly times when key people are available to talk to individual parents;
- Phone calls/meetings with parents/carers to discuss particular issues or concerns;
- Regular email communications;
- Monthly newsletters.

We are currently using the additional funding in the following ways:

- Provision of Lunch Club sessions – to develop the child's self-confidence and social skills.
- Communication interventions e.g. planned book sharing, planned individual 'talk time' – to develop the child's communication and language skills and early literacy skills.
- Creativity interventions e.g. planned support with specific activities – to develop the child's creativity and self-expression skills and participate in a wider range of activities.
- Additional sessions – to ensure the child has a consistent and secure routine and alleviate family stress and support the family.
- Chatter packs and rhyme packs– to develop the child's speaking, listening and early reading skills in the home environment. Support parents in understanding how to best support children's pre-literacy skills.
- Messy play resources – to support the child's learning in the home environment.
- Parenting /family support – to support parents with specific strategies to aid their child's personal, social and emotional development.
- Transition support – to help children settle happily into their next school.
- Miscellaneous – e.g. funding for theatre trips to ensure equality of opportunity for all children.

Measuring the impact of the EYPP

We are continually assessing and evaluating the children's learning through interactions and observations during play. The children's learning stories and learning journeys therefore contribute to reviewing the impact of the EYPP. We also record the children's attainment relating to the Early Years Foundation Stage development matters each term and analyse this data for all children and groups of children including the children eligible for the EYPP. Other ways we measure and monitor the impact of the EYPP include:

- Informal conversations at the start or end of a day;
- Parent feedback in learning stories and learning journeys;
- Parent feedback forms on children's progress;
- Formal parent chats;
- Achievement of individual targets;
- Conversations with other professionals (if applicable) working with individual children eligible for the EYPP;
- Communication and Language tracker data (in depth speech, language and communication assessment tool);
- Parent questionnaires.

EYPP Allocation 2022 – 2023

N.B. Please note snapshot data taken on 1.7.23

- Number of 3 – 4 year olds on roll = 61
- Number of children eligible for EYPP = 2 (only 1 left in July 2023)
- Funding allocation received (from September 2022- July 2023) = £653

Pupil Premium Attainment Impact Summary September 2022 - July 2023

(Foundation Stage 1 children only)

1 child date recorded – 100%

Area of learning	On entry September 2022		On exit July 2023	
	Not on track	On track	Not on track	On track
Making relationships	100	0	100	0
Sense of self	100	0	100	0
Understanding emotions	100	0	100	0
Listening and attention	100	0	100	0
Understanding	100	0	0	100
Speaking	100	0	100	0
Moving and Handling	100	0	0	100
Health and self-care	100	0	0	100
Reading	100	0	100	0
Writing	100	0	100	0
Mathematics	100	0	100	0