

EARLY YEARS PUPIL PREMIUM – Planned expenditure and intended Impact 2019-2020

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 2019-2020 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 2019 – 19 Spring 2020 – 22 Summer 2020 - 22
Total number of Pre-School children eligible for EYPP	Autumn 2019 – 0 Spring 2020 – 2 Summer 2020 - 8
Total EYPP expected budget allocation 2019 – 2020 (based on 19 eligible children)	Total – £5,757
Actual Income for 2019-2020	Total – £7373
Total spend for 2019-2020	Total - £7561
Analysis of Cohort	
Out of the 35 eligible children: <ul style="list-style-type: none"> • 2 Children were in receipt of DLA funding • 3 Children had Learning Plans • 1 child was being monitored for additional learning needs • 1 child moved from Pre-School to Nursery in January • 1 child joined Nursery in the Spring term with no previous school experience • 5 children had English as an additional language • 1 child had a EHCP 	

Nature of planned support and expenditure 2019-2020

Autumn Term	
Area of need -- Listening and attention Provision <ul style="list-style-type: none"> ▪ Mini Mozart x 6 sessions ▪ Song Basket ▪ Phase 1 Phonic Training ▪ Develop a coherent Phonic strategy – Supersonic Phonics/ Singing phonics 	£900 No Cost £80 £15
Area of need – Personal, Social & Emotional (PSED) development Provision <ul style="list-style-type: none"> ▪ Forest School x 6 sessions 	£470

Area of Need – Language and Communication Provision <ul style="list-style-type: none"> Wellcomm – assessment and interventions – Staffing cost 	£306
Area of Need – Individual Provision 1-1 adult support X 2 1-2 Resources	£208.80 £75
	Autumn Total Spend £2,054.80
Spring Term	
Area of Need – Language and communication <ul style="list-style-type: none"> Continue Wellcomm intervention for all children – Staffing cost 	£208.80
Area of Need- PSED <ul style="list-style-type: none"> Nurture group provision- Staffing cost 	£208.80
Area of Need- Mathematics (SSM) <ul style="list-style-type: none"> Resources to support outdoor building and construction 	£ 1,061.91
Area of need- Individual Provision <ul style="list-style-type: none"> 1:1 support 	£ 208.80
	Spring Total Spend £ 2167.73
Summer Term	
Area of need–COVID 19 Pandemic <ul style="list-style-type: none"> Keep in contact phone calls- Staffing costs Resource packs/home learning- resources Vouchers Food Provision Personalised Home learning 	£2646
Area of need- Transition to school/Nursery <ul style="list-style-type: none"> Transition books Transition support packs/passports- staffing costs 	£344
Area of Need- PSED/Engagement <ul style="list-style-type: none"> ITMP Training Little learners Pre-School 	£200 £150 books
	Summer Total Spend: £ 3,340
Expected Impact of Interventions	
<p>Monitoring the spend The interventions are monitored throughout the year by senior 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.</p> <p>We expect children to:</p> <ul style="list-style-type: none"> - Make expected or better than expected progress in PSED and CL - We expect children with Learning plans to achieve their individual targets - Children will make at least expected progress in Mathematics <p>Impact Measures;</p> <ul style="list-style-type: none"> • Early Years Outcomes Statements • Early Years Development Journal 	

- Teacher knowledge and learning journals
- Leuven Scales
- Characteristics of Effective Learning
- Wellcomm records

Actual Impact of Interventions

- **A case study evidenced the positive impact of the Forest School on children's engagement and wellbeing**
- **All children in receipt of EYPP made expected progress and 27 made better than expected progress in Communication, Language and Literacy**
- **30 children made better than expected progress across all areas of learning.**
- **Due to the pandemic we were not able to measure the impact of the mathematical resources.**
- **Children with learning plans who attended school most of the time achieved their individualised targets.**

Ways in which all children benefitted

- **All children benefitted from Wellcomm screening and strategies**
- **All children will benefit from ITMP training. This will be measured in 2021 for returning children.**
- **All children benefitted from access to mathematical outdoor resources and storage.**
- **All children received home learning and 'keep in contact' calls from staff during the Pandemic.**
- **All parents who answered our questionnaire said they felt the home learning and 'keep' in contact' had a positive impact on their time at home during the pandemic.**