

## EARLY YEARS PUPIL PREMIUM – Planned expenditure and intended Impact 2020-2021

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 2020-2021 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 2020– 27
	Spring 2021 - 29
	Summer 2021 - 36
Total number of Pre-School children eligible for EYPP	Autumn 2020– 0
	Spring 2021 – 5
	Summer 2021 - 9
Total EYPP expected budget allocation 2020 – 20201(based on 27 eligible children)	<b>£8181</b>
Actual Income for 2020-2021	£10706

### Priorities for 2020 – 2021

1. PSED- Transition and Wellbeing
2. Language and Communication
3. Mathematics
4. Implementation of ITMP
5. Individual needs
6. COVID Lockdown (Spring 2021)

<b>Nature of planned support and expenditure Autumn 2020-2021</b>	<b>Expected Budget £2727</b>
<b>Area of need – Personal, Social and Emotional Development -transition and wellbeing</b> <ul style="list-style-type: none"> <li>• Employment of additional part time staff members to assist KPs in supporting transition and wellbeing into Nursery up until December 2020 - <b>£1750</b></li> <li>• Resources to support specific needs and interests - <b>£370</b></li> <li>• Implementation of ITMP to meet children’s learning needs- ENVIRONMENT- <b>£0</b></li> <li>• Behaviour support training - <b>£120</b></li> <li>• Starting school books <b>£100</b></li> </ul>	
<b>Area of Need – Language and Communication Provision</b> <ul style="list-style-type: none"> <li>• Wellcomm – assessment and interventions (staffing)</li> </ul>	
<b>Area of Need – Individual Provision</b> <ul style="list-style-type: none"> <li>• Fencing of the Nursery Garden - <b>£299</b></li> </ul>	
<b>Actual Income for Autumn £2667</b>	
<b>Total Spend: £2639</b>	
<b>Nature of planned support and expenditure Spring 2020-2021</b>	<b>Expected Budget £3400</b>
<b>Area of Need- Communication and language</b> <ul style="list-style-type: none"> <li>• resources <b>£600</b></li> <li>• books <b>£130</b></li> </ul>	
<b>Area of Need- Involvement and Wellbeing</b> <ul style="list-style-type: none"> <li>• resources <b>£300</b></li> </ul>	
<b>Area of Need- Physical Development</b> <ul style="list-style-type: none"> <li>• Pre- School garden <b>£500</b></li> </ul>	
<b>Area of Need- COVID Lockdown</b> <ul style="list-style-type: none"> <li>• Vouchers <b>£725</b></li> </ul>	
<b>Total Spend: £2255 (28.01.2021)</b>	
<b>Nature of planned support and expenditure Summer 2021</b>	<b>Expected Budget £4500</b>

**Area of need- Nurture**

- Staffing

**Area of need- Communication and language**

- Resources
- Staffing

**Area of need- Individual needs**

- Resources
- Additional staffing
- Training

**Area of need- Transition**

- Staffing

**Expected Impact of Interventions****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.

**Expected Impact:**

Children entitled to EYPP funding are to make better than expected progress in the prime areas & communication and language.

All children will benefit from an additional adult in the classroom. We should see an increase in children's involvement and wellbeing assessed using Leaven Scales.

All children should benefit from WellComm assessments and intervention. Specific areas of Speaking and Understanding will be targeted during children's play depending on their assessment.

**Impact Measures;**

- 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

### Communication and Language

#### **Wellcomm**

- Most EYPP children made 2 steps of progress from their starting points. Some met their age-related expectations from this intervention. 2 children were not able to access the assessment and intervention programme. Both identified as having additional learning needs and their assessment was personalised through Learning Plans.

#### **Development matters**

- Most children who have been identified as EYPP who started with us in the autumn term have made expected progress in CL. 60% of children made better than expected progress in communication and language. Some children did not make expected progress (3 steps) however, there were other circumstances that effected their outcome (SEND; Attendance; PSED; EAL and their intervention and assessment was personalised and multi-agency involvement).
- Overall, 80% of all children in Nursey made expected progress or more in CL.

### PSED and Wellbeing and Nurture

Wellbeing was monitored using Leuven scales. We saw increased wellbeing in all children except for one who's needs were personalised in a learning plan.

We completed a case study to show impact of the strategies of intervention used to support PSED and wellbeing. EYPP funded the cost of additional adults

#### **Development matters**

- Most children who have been identified as EYPP who started with us in the autumn term have made expected progress in PSED from their starting points. 50 % have made better than expected progress. 12% did not make expected progress. However, there have been circumstances that have affected the outcome and multi-agency involvement initiated to support their needs.

- Overall, 81% of all Nursery aged children made expected progress or more in PSED.

### **Transition**

A case study highlights a personalised approach to Transition. This includes feedback from parents. EYPP funding was used to provide cover for KPs so they could attend Transition meetings with new schools.

### **Individual needs**

A case study highlights the impact of additional resourcing for an EYPP child with additional needs. This includes additional meetings with parents, parenting support, resources, and home learning.