

Ashfield Nursery School Action Early Years Pupil Premium Plan -

September 2022-23

Since April 2015, we can claim extra Government funding for some of our 3-4 year olds to support their development, learning and care. This funding is called the Early Years Pupil Premium (EYPP).

The Early Years Pupil Premium provides us with an extra 0.60p per hour for 3 and 4 year old children whose parents are in receipt of certain benefits, who have been in care or adopted from care. This means an extra £126 per term for each child who qualifies. We know that high quality early education can influence how well a child achieves in their future lives, so we aim to make the most of this additional funding.

Across this year, we expect approximately 38 children to be eligible for Early Years Pupil Premium – but this figure changes each term as children only become entitled to the funding when they turn 3 years of age.

We expect to receive at least £12,663 (approx.) this academic year

Barriers to Learning
<p>Low attainment on entry in:</p> <p>Mathematics</p> <p>Expressive Arts and Design</p> <p>Personal, Social and Emotional Development</p> <p>Adverse effects of self-isolation and impacts of pandemic on learning, PSED, C&L and well-being for some children.</p> <p>Poverty being hungry coming to nursery.</p>

We plan to use our EYPP funding to provide an additional two hours of learning per day for all of our children from the term after they are 3 years old. We will also offer this provision to any of our children who have been adversely affected by lockdowns and self-isolation during the Covid 19 pandemic, resulting in lower than expected baseline scores on entry.

The activities that staff will focus on will support our desired outcomes – see below.

Desired Outcome	Action/s	Implementation	Monitoring	Cost (updated termly)	Impacts from monitoring
Improved attainment of those pupil premium children in PSED	Contribution to additional staffing to provide targeted group/ individual work sessions on a daily	Targeted strategies discussed amongst staff teams and put in place for specific children	Regular monitoring of progress and next steps needed by key worker and class teachers	£2,500	

<input type="checkbox"/> Understanding Emotions <input type="checkbox"/> Making Relationships <input type="checkbox"/> Sense of Self	basis. Attending small group sessions – 1 hour extra specific days Staff training. Resources – books, story sacks, puppets				
Improved attainment of those pupil premium children in Literacy and Mathematics	Contribution to additional staffing to give targeted small group Attending small group sessions Staff training. Resources – books, story sacks, puppets and mathematical visual aids and equipment	Targeted strategies discussed amongst staff teams and put in place for specific children	Regular monitoring of progress and next steps needed by key worker and class teachers	£2,500	
Improved attainment of those pupil premium children in Communication and Language	Contribution to additional staffing to give targeted small group/ 1-1 support daily. Attending small group sessions Staff training. Resources – books, story sacks, puppets, Role Play equipment and resources to support EAD outdoors			£2,500	
To ensure that 95% of the EYPP children make accelerated progress in these areas and aspects	Additional staffing costs to provide targeted small group sessions on a daily basis. Attending small group sessions Staff training. Resources – as above	Targeted strategies discussed amongst staff teams and put in place for specific children	Regular monitoring of progress and next steps needed by key worker and class teachers	(as above)	
Total funding available				£7,500	

We also plan to speak to the parents of each child who qualifies for EYPP to seek their suggestions of targets to focus on at each of our Parents' Meetings when we set targets with parents for each child.

Monitoring this Plan

The Governors of our school monitor the outcomes of our EYPP work regularly each term to analyse whether it is having the required impact by

- looking closely at feedback from staff, children and parents to find out their views about this work
- monitoring the progress and attainment of the groups involved each term during full Governing Body meetings and in our Curriculum Sub-committee meetings.
- visiting Nursery to observe some of the activities included in our plan and talking to staff about their work and its impacts
- checking our children's Learning Journals to see evidence of progress made during these activities
- gathering feedback from staff about training provided and how this has impacted upon teaching and learning
- accessing anonymized reports that show outcomes for individual children eligible for EYPP that show how well children have progressed (i.e. what they remember, can do and know)
- accessing termly analysis reports on whole group EYPP progress throughout this plan to evaluate ongoing improvements