

Ashfield Nursery School Action Early Years Pupil Premium Plan - September 2021-22

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 53p 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 £100 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 25+ 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 £7,500 (approx.) this academic year

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

Baseline attainment 2021-22 – Pupil premium children

<u>EYPP Attainment on Entry</u>	Baseline % below	Baseline % ARE +
PSED	88%	12%
CL	68%	32%
PD	84%	16%
LIT	71%	29%
MATHS	88%	12%
UW	81%	19%
EAD	90%	10%

EYPP Attainment on Entry	Mid-Year Check % below	Mid-Year Check % ARE +
CL	5%	95%
PSED	3%	97%
PD	3%	97%
LIT	5%	95%
MATHS	3%	97%
UW	4%	96%
EAD	3%	97%

We plan to provide an additional hour twice each week in a small group for each of our children who qualify for EYPP. 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 [] Understanding Emotions [] Making Relationships [] Sense of Self	Contribution to additional staffing to provide targeted group/ individual work sessions on a daily basis. Attending small group sessions – 1 hour extra specific days Staff training. Resources – books, story sacks, puppets	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	N2 - Spring Assessments show 97.2% of children are broadly AT expected attainment for their age in all aspects of PSED.
Improved attainment of those pupil premium children in Mathematics [] Numbers [] SHSM	Contribution to additional staffing to give targeted small group/ 1-1 support daily. Attending small group sessions – 1 hour extra specific days Staff training. Resources – books, story sacks, puppets and	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	N2 - Spring Assessments show 97.2% of children are broadly AT expected attainment for their age in all aspects of Maths

	mathematical visual aids and equipment				
Improved attainment of those pupil premium children in Expressive Arts and Design [] Creating with Materials [] Being Imaginative and Expressive	Contribution to additional staffing to give targeted small group/ 1-1 support daily. Attending small group sessions – 1 hour extra specific days Staff training. Resources – books, story sacks, puppets, Role Play equipment and resources to support EAD outdoors			£2,500	N2 -Spring Assessments show 97.2% of children are broadly AT expected attainment for their age in all aspects of EAD
To ensure that 95% of the EYPP children make accelerated progress in these areas and aspects	Additional staffing costs to provide targeted small group/ 1-1 sessions on a daily basis. Attending small group sessions – specific days 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)	N2 - Spring assessments show that 77% of EYPP children have made accelerated progress in EAD. Spring assessments show that 77% of EYPP children have made accelerated progress in Maths. Spring assessments show that 84% of EYPP children have made accelerated progress in PSED.
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.

***Mid-Year Update:** In autumn and spring term, we had an increase of children who qualified for EYPP. We have approximately 37 N2 children who qualify now. This means our EYPP spend so far at the end of Spring term 2022 has been £7,400. We also have 8 N1 children who qualify for EYPP now. Overall, our EYPP funding by the end of the year, should increase to £12,700.

Our mid-year check on assessments of children who qualify for EYPP shows that staff need to focus on helping children make accelerated progress in Listening and Attention, Fine

Motor skills, Reading, Writing and Speaking now. This will help deepen and consolidate their excellent attainment even further.

Additional support and resourcing will support the children who have just qualified for EYPP in Spring term as they will only have one term of EYPP funding this year

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
- compiling a mid-year check on spending and outcomes to share with staff, governors and parents to assess and re-align our plans if required