

## Early Years Pupil Premium 2020 - 2021

The Early Years Pupil Premium (EYPP) is additional Government funding to help raise attainment for disadvantaged 3 and 4 year olds. All parents and carers are provided with information regarding eligibility for EYPP during the Nursery induction process.

At Hillfields Nursery School, we support all children to reach their full potential. For those children who are entitled to Early Years Pupil Premium, we carefully consider the most appropriate way to spend the allocated funding to overcome barriers and meet the needs and interest of individual children. Listening to and taking account of the feelings and wishes of all our children, including our Looked After children, helps us to identify how to support each child. Our detailed knowledge of individuals, alongside our assessment data informs our approach and identifies how we will measure the effect of this funding.

### Early Years Pupil Premium 2020-21

The main barriers to educational achievement are highlighted using our assessment tool O-track alongside Pupil Progress Meetings. Please see the table and analysis below which explains how we put in appropriate interventions to close the gaps between Pupil Premium and Non- Pupil Premium children.

O-track is also one way we measure the effect of the Pupil Premium interventions.

Our Pupil Premium strategy is under constant review which is guided by the Standards and Progress Reports which are made every term.

Due to our 3 admissions points per year we see an increased in children eligible for Early Years Pupil Premium following each census.

<b>2020/21</b>	<b>EYPP</b>	<b>Funding</b>
<b>Autumn Term</b>	23	£2559.90
<b>Spring Term</b>	32	£3052.80
<b>Summer Tern</b>	34	£3243.60

### Baseline Assessments September 2020

**Key**

EYPP – Early Years Pupil Premium

ARE – Age Related Expectations

CL – Communication and Language

PD – Physical Development

PSED – Personal, Social, Emotional Development

	CL	PD	PSED	Literacy	Maths
<b>EYPP ARE or above</b>	0%	0%	0%	0%	0%
<b>Non- EYPP ARE or above</b>	1.6%	0.8%	2.7%	1.6%	0%

There are 23 pupil premium children and 38 non pupil premium children in this group. *These assessments are based on Nursery 2 child's data as there is not a direct comparison between our Nursery 1s receiving EYPP from January/ April and non-EYPP as we do not have the data to say if they non-EYPP or EYPP yet not eligible due to age currently.*

### Assessments Spring 2021

	CL	PD	PSED	Literacy	Maths
<b>EYPP ARE or above</b>	9.7%	16.7%	15.3%	4.2%	4.2%
<b>Non- EYPP ARE or above</b>	2.6%	17.1%	13.2%	1.3%	1.3%

This data is not secure as it was done after January 2021 lockdown and so children were resettled and parents kept children away if there were signs of COVID around.

### Assessments Summer 2021

	CL	PD	PSED	Literacy	Maths
<b>EYPP ARE or above</b>	30.7%	26.9%	23.1%	11.5%	23.1%
<b>Non- EYPP ARE or above</b>	34.1%	43.9%	32.5%	9.8%	23.2%

At the end of this year 26 children EYPP 41 non-EYPP

## Education Endowment Foundation: Early Years Toolkit

We use this to ensure our pupil premium spending is supported by research



**Early Years Toolkit**  
PDF Generated: 11th June, 2018

<p><b>Communication and language approaches</b> High impact for very low cost, based on extensive evidence.</p>			
<p><b>Digital technology</b> Moderate impact for moderate cost, based on limited evidence.</p>			
<p><b>Earlier starting age</b> High impact for very high cost, based on moderate evidence.</p>			
<p><b>Early literacy approaches</b> Moderate impact for very low cost, based on moderate evidence.</p>			
<p><b>Early numeracy approaches</b> High impact for very low cost, based on extensive evidence.</p>			
<p><b>Extra hours</b> Moderate impact for very high cost, based on limited evidence.</p>			
<p><b>Parental engagement</b> Moderate impact for moderate cost, based on moderate evidence.</p>			
<p><b>Physical development approaches</b> Moderate impact for very low cost, based on limited evidence.</p>			
<p><b>Built environment</b> Very low or no impact for low cost, based on very limited evidence.</p>			
<p><b>Play-based learning</b> Moderate impact for very low cost, based on very limited evidence.</p>			
<p><b>Self-regulation strategies</b> Moderate impact for very low cost, based on limited evidence.</p>			
<p><b>Social and emotional learning strategies</b> Moderate impact for moderate cost, based on very limited evidence.</p>			

*The green circles indicate by how many months, the research shows, could be achieved towards closing the attainment gap.*

## Pupil Premium 2020-2021

Following Pupil Progress Meetings the following barriers to learning and interventions were identified.

EEF	Barrier to Learning	Intervention	Aim	End of Year Impact
Parental Engagement	Families need support with attendance and parenting	Learning Mentor and Early Help - Support available to target intervention for parents and children.	Children with EYPP have at least attendance that is at least equal to the school's overall attendance	EYPP attendance (63% elected to isolate for the lockdown period) <b>71.9%</b> Overall attendance 70.9% Within the EYPP group of pupils 46.7% accessed support from out Early Help and Learning Mentor to support their attendance around COVID concerns
Parental Engagement	Families need support with parenting  (this was particularly targeted this year as we could not have groups of parents together because of COVID mitigations, this reduced the number)	Learning Mentor and Early Help - Support available to target intervention for parents and children.	Children on support plans e.g. CIN are given support in the classroom and parents are given school support 100% of children who have support through Social Care and Children's Services are supported with a voice at core meetings and support in the classroom and support to parents.	No. of children identified: 17  Attendance at meetings: 10 this is a range of Early Help, Child in Need, Child Protection and Early Support (SEND)  Additional support given to child:  Additional support given to parents:

<p>Communication and Language approaches</p>	<p>Children need early identification from school Speech and Language therapist</p>	<p>School buys into Coventry Speech therapy service for 0.5 day a week</p>	<p>Early identification allows targeted support in nursery for 3 months and then NHS intervention if still required</p> <p>From the point of identification staff are confident to implement early intervention strategies for specified children</p>	<p>No. of children identified:11</p> <p>Children reaching targets before NHS support:</p> <p>School SALT intervention was set for all children identified. Of these 11 63.6% did not require a referral after working with school SALT and key person intervention.</p> <p>Children referred into NHS Speech &amp; Language</p> <p>36.4% of the children identified made progress against their targets but not at a rapid enough rate and so were then referred through to NHS speech therapy services.</p>
<p>Communication and Language approaches</p>	<p>Children need support from staff for early speech/ communication</p>	<p>NHS speech therapist provides training for staff</p>	<p>Staff are confident with the early communication interventions which support early language development</p>	<p>81% of staff who are feeling confident with the range of strategies required to support Early speech and language targets.</p> <p>The staff who are most confident are those trained at the support the children most often with their targets.</p> <p>Of the staff who are less confident to plan time in to work alongside to build up their confidence. The 19% of staff are part time and have not accessed training. Within classes, confident practitioners to work alongside</p>

	SEND support	When children are identified with additional needs where an additional staff member is supportive for the child's progress we receive SENIF funding, this does not cover the full rate of pay and so is supported by the child's EYPP	Children identified with SEND are on My Support Plans (MSP) or Educational Health Care Plans (EHCP) and the additional staffing allows for a bespoke timetable within the setting.	No. of children accessing SENIF funding - 2 50% with EHCP 50% with MSP Steps progress through the year one child made 4.76 steps which is better than expected. Expected progress is 2 steps. One child made 1.18 steps progress but this was due to 40.5% attendance as they are classed as Clinically Extremely Vulnerable and underwent major surgery for a lifelong medical condition.
Play Based Learning	Classroom resources for Speaking & listening and fine motor	Following Pupil Progress meetings if we find there is an repetitive area for development for EYPP children we will offer targeting resources.	Analysis of children's learning allows targeted resources to be purchased if required	Resources were researched and areas assessed to ensure that equipment wasn't repeated. A variety of threading materials, natural resources, talking discs/ microphones. Speaking average 3.5 steps which is better than expected progress Moving & Handling average 3.3 steps which is better than expected progress
Social and emotional learning strategies  Self-regulation strategies	Children are starting nursery with Adverse Childhood Experiences. This has been exacerbated with the effects of COVID.	Protective Behaviours Training Whole staff training for the Protective Behaviours Approach.	School staff feel confident in the use of language for Protective Behaviours and it is embedded in practice	This training was completed in 2 parts and so the gap task was supportive of ensuring staff thought and promoted the language of protective behaviours in the classroom. 100% of staff feel that they are more confident with protective behaviours and that being in large teams is supportive because they can practice wording and approaches that they see from other members of the team.

Play Based Learning	Early Number strategies	Following data analysis EYPP pupils had 0% ARE for number. We will address this with targeted resources and intervention planned in.	Analysis of children's learning allows targeted resources to be purchased	Resources were bought to promote number in our preschool class the impact on this has not been measured with this cohort of children as the resources were delayed due to COVID and did not arrive until the end of the summer term.
Parental Engagement	Home experiences are limited	Quality, age appropriate texts bought to be kept at home	Resources are identified and purchased to be sent home to support age and development appropriate learning to be supported at home	<p>Books were bought and sent home.</p> <p>We bought a key text Owl Babies to support the children with a text they were familiar with and so could engage with the story and support them with the transition into their next stage of education.</p> <p>We also bought a variety of traditional tales. There was a mix of stories for those who needed more support, a text which had been introduced at school and a text which had not been used in school for those who could access it.</p>

We use the data from Otrack and our Pupil Premium meetings to identify targeted support to address specific attainment gaps as they appear.