

Early Years Pupil Premium 2021 - 2022

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 2021-22

The main barriers to educational achievement are highlighted using our assessment tool O-track alongside Professional Discussions. 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 Professional Discussions which occur monthly.

Due to our 3 admissions points per year, and children moving from 2-year-old funding to universal 3-year-old funding, we see an increased in children eligible for Early Years Pupil Premium following each census.

2020/21	EYPP	Funding
Autumn Term	20	£2226
Spring Term	34	£3052.80
Summer Tern	49	£5292

For the summer term the amount per hour increased from £0.53 to £0.60

Baseline Assessments September 2021

Key

EYPP – Early Years Pupil Premium

ARE – Age Related Expectations

CL – Communication and Language

PD – Physical Development

PSED – Personal, Social, Emotional Development

	Working well below age related expectations (at least 12 months below)	Working below age related expectations (within 6 months of ARE)	Working at age related expectations
EYPP	88.9%	3.75	7.4%
Non-EYPP	72.5%	15%	12.5%

There are 22 pupil premium children and 40 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 will be non-EYPP or EYPP yet as this is not processed until the term after their 3rd birthday.

Assessments End of Summer 2022

	Working well below age related expectations (at least 12 months below)	Working below age related expectations (within 6 months of ARE)	Working at age related expectations
EYPP	33.3%	25.9%	40.7%
Non-EYPP	37.5%	27.5%	35%

	Below expected Progress	Expected Progress	Better than expected Progress
EYPP	0%	22.2%	77.8%
Non-EYPP	20%	22.5%	57.5%

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>Communication and language approaches High impact for very low cost, based on extensive evidence.</p>			
<p>Digital technology Moderate impact for moderate cost, based on limited evidence.</p>			
<p>Earlier starting age High impact for very high cost, based on moderate evidence.</p>			
<p>Early literacy approaches Moderate impact for very low cost, based on moderate evidence.</p>			
<p>Early numeracy approaches High impact for very low cost, based on extensive evidence.</p>			
<p>Extra hours Moderate impact for very high cost, based on limited evidence.</p>			
<p>Parental engagement Moderate impact for moderate cost, based on moderate evidence.</p>			
<p>Physical development approaches Moderate impact for very low cost, based on limited evidence.</p>			
<p>Built environment Very low or no impact for low cost, based on very limited evidence.</p>			
<p>Play-based learning Moderate impact for very low cost, based on very limited evidence.</p>			
<p>Self-regulation strategies Moderate impact for very low cost, based on limited evidence.</p>			
<p>Social and emotional learning strategies 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 2021-2022

Following Professional Discussion 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. Learning mentor to attend training to support attendance	Children with EYPP have at least attendance that is at least equal to the school's overall attendance	Training has been attended and the attendance policy reviewed. The Early Help and Learning Mentor will look at tracking, further those with low or persistent unauthorised attendance. 3 weekly attendance meetings have been successful at raising concerns and worries. Staff also raise any concerns directly in between these and so they can be addressed through out the term.
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: Support from learning mentor Additional support given to parents: Phonecalls and meetings with parents to ensure they have support from the school to achieve their actions on Early Help/ CIN/ CP plans. support with paperwork to get additional support for the families and children

<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: 18</p> <p>School SALT intervention was set for all children identified. This leads to targeted interventions by the key person.</p> <p>Children referred into NHS Speech & Language</p> <p>72% 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 for more specialised support.</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>This year we used training to become Makaton Friendly. All staff have had training and updates on Makaton so it continues to be refreshed.</p> <p>It has supported children to communicate if they are preverbal, shy or selective mute.</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.	<p>No. of children accessing SENIF funding - 5</p> <p>40% with EHCP 60% with MSP</p> <table border="1" data-bbox="1299 344 2078 536"> <thead> <tr> <th data-bbox="1299 344 1559 475">Below expected progress</th> <th data-bbox="1559 344 1818 475">Expected progress</th> <th data-bbox="1818 344 2078 475">Better than expected progress</th> </tr> </thead> <tbody> <tr> <td data-bbox="1299 475 1559 536">20%</td> <td data-bbox="1559 475 1818 536">60%</td> <td data-bbox="1818 475 2078 536">20%</td> </tr> </tbody> </table> <p>The child below expected progress has also had support for housing and attendance. This child has continued to progress against his My Support Plan, which is reviewed regularly.</p>	Below expected progress	Expected progress	Better than expected progress	20%	60%	20%
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Play Based Learning	Classroom resources for Maths, Role play and Literacy	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	<p>Resources were researched and areas assessed to ensure that equipment wasn't repeated. The role play home corner was updated to ensure that this supported children post covid, with additional needs and needing more support for language development and cooperation</p> <p>Maths resources supported the development within the new EYFS looking at lots of natural objects that can be used throughout the provision for mathematical outcomes</p> <p>Good quality literacy books ensures that there is a good selection of texts being shared and taught to the children. Having copies of books that they have read and developed their learning in key group time allows them to access it during independent learning opportunities</p>						

Training	Children have not had opportunities to explore open ended objects to use in their play	Staff training – Loose Parts Play	To train staff in their understanding of loose parts play so that they can understand the value.	There are areas of planning where loose parts play is being developed. At times it has to be specific groups of children as it is not always appropriate for all the abilities within the class.

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