

Early Years Pupil Premium 2022 - 2023

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 2022-23

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.

This year in the summer term 37.3%

2022/23	EYPP	Funding
Autumn Term	26	£3276
Spring Term	38	£4104
Summer Tern	60	£6696

£0.60/ hour

From April 2023 increase to 0.62/ hour

Baseline Assessments September 2022

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 (25)	72%	16%	12%
Non-EYPP (42)	47.6%	31%	21.4%

There are 25 pupil premium children and 42 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 2023

<u>Attainment</u>	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
Nursery 2 EYPP (25)	32%	28%	40%
Nursery 2 Non EYPP (42)	30.2%	20.9%	48.8%

<u>Progress</u>	Below expected Progress	Expected Progress	Better than expected Progress
Nursery 2 EYPP (26)	15.4%	57.7%	26.9%
Nursery 2 Non EYPP (42)	14.3%	47.6%	38.1%

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.

Intervention	Cost	Impact	Score
Built environment No impact for low cost based on very limited evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	0
Communication and language approaches Very high impact for very low cost based on extensive evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
Digital technology Moderate impact for moderate cost based on limited evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
Earlier starting age Very high impact for very high cost based on moderate evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
Early literacy approaches Moderate impact for very low cost based on moderate evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
Early numeracy approaches Very high impact for very low cost based on extensive evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
Extra hours Moderate impact for very high cost based on limited evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3
Parental engagement Moderate impact for moderate cost based on moderate evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
Physical development approaches Moderate impact for very low cost based on limited evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3
Play-based learning High impact for very low cost based on very limited evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
Self-regulation strategies High impact for very low cost based on limited evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
Social and emotional learning strategies Moderate impact for moderate cost based on very limited evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3

Pupil Premium 2022-2023

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	<p>Learning Mentor and Early Help - Support available to target intervention for parents and children.</p> <p>Learning mentor to attend training to support attendance</p>	Children with EYPP have at least attendance that is at least equal to the school's overall attendance	<p>Learning mentor training and group supports strategies and gives an opportunity to share what is working well.</p> <p>Attendance is tracked and checked in below 70% each term with the learning mentor and admin assistant.</p> <p>Over all attendance 80.8%</p> <p>Non EYPP attendance 81.3 %</p> <p>EYPP attendance 74% - within this data we had 3 with long term holidays, 2 with longer hospitalisations and persistant absence due to picking up many illnesses. All these children were addressed termly and as we are non-statutory we did everything to support these families as possible.</p>

<p>Parental Engagement</p>	<p>Families need support with parenting</p>	<p>Learning Mentor and Early Help - Support available to target intervention for parents and children.</p>	<p>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.</p>	<p>It has been key to be able to do Wishes and Feelings work with our children this year. This, previously has been done more by social workers and family support but is now coming more to the school staff.</p> <p>We have been able to offer more early help support school based to 17 of our Early Years Pupil Premium families</p>
<p>Parental Engagement</p>	<p>Children's parents have had an opportunity to attend Tots Talking</p>	<p>Staff training – Tot's Talking Release time for trained staff member to lead parent session</p>	<p>To train staff in Tots Talking so that we can lead parent sessions</p>	<p>2 staff were trained within the LA offer of training. This ensures that we can always run the group. Cover is required for one member of staff.</p> <p>This term we ran our pilot with a group of 4 parents, this will move up to a group of 8 in the Spring and summer term next academic year.</p>

<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>This gives our children speech targets ahead of NHS waiting lists. It means they can have early intervention.</p> <p>Our school Speech therapist sets targets where we have concerns, even if they will not reach NHS threshold. This allows the children to progress as quickly as possible. They are reviewed every 3 months to ensure they are making progress or if not they have a formal referral to NHS speech</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>Staff have yearly refresher training on interventions such as Match + 1, Intensive interactions and other early speech interventions. This is even more key as we move forward with restructured staffing as more of these interventions are happening within our day to day practice to support all the children.</p> <p>Overall school SEND 32.5%</p> <p>Percentage of EYPP SEND 33.3%</p> <p>Training in Makaton ensures we keep our Makaton friendly status, it ensure that we have a strong communication tool used by all staff.</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.	8.3% of our EYPP access SEND inclusion fund
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	Although low impact on EEF ours is used alongside out Pupil progress review. Our pupil progress review meetings record where our learning support is most required. This allows us to ensure the provision is enhanced to ensure the children access the learning to allow for them to build experiences and learning.

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