



## South Normanton Nursery School *Early Years Pupil Premium (EYPP) 2016-17 Academic Year Report*

The EYPP was introduced from April 2015 funding £302 per year for children eligible for EYPP.

Number of Children Eligible for funding in 2016/17: 5 ( 2 of them were as a result of SGOs)

The EYPP allocation for 2016/2017 was targeted to:

Early Years Pupil Premium (EYPP) Allocation for 2016/17 academic year was:

**Carry Forward from 2015/2016 - £0**

EYPP Funding Received (3 yr olds) £2492.33

EYPP Funding Received (4 yr olds): £1057.35

Total: £3549.68

- Purchase resources that will extend opportunities for promoting good emotional wellbeing and mental health.
- Purchase resources that will enhance provision to extend mark making and fine motor skills.
- Subsidise lunchtime care for children to extend their social interaction and communication skills and PSED development.
- Support 1:1 or group intervention based on next steps or specific areas of development.
- Investing in training that will enhance practice and provision related to communication and language and PSED.

Here is how the funding was spent:

Funding Description	Cost to school	Objective
Staff support -1:1, intervention groups	£15 per hour The rest of the EYPP funding was coded to additional staffing for the year, there was an overspend which was covered by school budget	To reduce barriers to learning by providing 1:1 support to work with children and their families. To improve pupil outcomes by releasing staff for focused sessions for individual and small group for pupil support ie ECAT, ECAM All staff observe and assess with Ferre Laevers monitoring tool for children's emotional well-being & level of involvement..
Lunchtime offered and additional sessions	£2.50 per week see breakdown below	Children have been offered extra lunches and longer sessions in Nursery in addition to 15 hours free funding where needed to support family situations – on a regular weekly basis. Currently one child took this up for the spring and summer terms.
Additional resources	£1646.80 see breakdown below	Where appropriate additional resources are purchased to support individual pupil needs both for in school use and at home. Linked to areas of need and school improvement actions to support children eligible for EYPP
<b>Various resources</b> Mark Making play stations £53.96 Number Plate Alphabet £29.69 Shopping basket trolleys x 2 £63.00 Alphabet bunting £17.99 A3 clipboard £8.98 Blackboard letters £17.09 Mini individual number plates with numbers 1-10 £35.98		Extra large cable drum £26.99 Fence blackboard strips £17.99 Backing mirrors for construction area £26.96 Measuring mirror £24.29 Circular mirror set for outdoors £24.29 Shelving basket set £49.46  <b>Additional resources</b> Five to Thrive Training £400 Training Course – Assessing, planning and monitoring progress for children with EAL £180.00 <b>Lunchtimes</b> Autumn 1 child 3 days per week £105 Spring 1 child 3 days per week £105 Summer 1 child 3 days per week £105

Interventions offered as part of our extensive curriculum include Forest Schools, ECAT, ECAM, Buddy group and Ferre Laevers. Ferre Laevers is a monitoring tool used by all staff for all children, to monitor emotional wellbeing and interaction.

## Impact Assessment

	EAD		C A L			LIT		MA		PD		PSED			UW		
	AD EMM Progress	AD Ing Progress	CL LaT Progress	CL Und Progress	CL Spk Progress	LT Rdg Progress	LT Wrt Progress	MA Num Progress	MA SSM Progress	PD MaH Progress	PD HSC Progress	PS Rel Progress	PS Con Progress	PS MFB Progress	UW PAC Progress	UW WLD Progress	UW TEC Progress
Percentage EYPP Making Less Than Expected Progress	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	20%	0%	0%	0%	20%	0%
Percentage EYPP Making and Exceeding Expected Progress	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	80%	100%
Percentage EYPP Exceeding Expected Progress	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	80%	100%	100%	80%	80%	100%
Percentage Non EYPP Making Less Than Expected Progress	7%	16%	19%	23%	12%	19%	9%	12%	4%	11%	18%	11%	21%	9%	16%	21%	21%
Percentage Non EYPP Making and Exceeding Expected Progress	96%	93%	84%	84%	91%	88%	95%	91%	100%	91%	88%	93%	86%	93%	88%	82%	95%
Percentage Non EYPP Exceeding Expected Progress	81%	75%	67%	75%	81%	75%	86%	82%	89%	86%	77%	77%	75%	88%	79%	74%	70%

The table above illustrates the progress made by the 5 school leaver children eligible for EYPP against all of the school leavers who are not eligible.

### Data analysis relating to EYPP

On entry, on average across all areas, children not eligible for EYPP attained higher (exceeding) with 46.58% exceeding age related expectations, where the age band is 22-36 months secure (high) against the children eligible for EYPP which was 4%.

On entry out of the 6 children, 5 of them had SEND, 4 were boys and 2 were SGOs (special guardianship orders).

On exit, on average across all areas, children not eligible for EYPP attained higher (exceeding) with 74.4% exceeding age related expectations, where the age band is 30-50 months secure (high) against the children eligible for EYPP which was 82.4%.

On exit out of the 5 children, 3 of them had SEND, 1 was a boy and 2 was SGOs (special guardianship orders) and 2 of them were more able.

In 12 areas the children who were eligible for EYPP attained higher than the children who were not and broadly in line in the other 5 areas. In 6 areas, the children who were eligible for EYPP attained 100% at the exceeding level – Being Imaginative, Writing, Shape, Space & Measure, Moving and Handling, Health & Self Care and Technology.

Children eligible for EYPP made more progress than their peers in all areas at each level except for 2, The world and Making Relationships where the difference was minimal.

- The EYPP school group were a group of children with very differing needs along with being eligible for EYPP. This means the data is varied and does not tell us much in relation to this 'group' as a whole.

### ***Early Years Pupil Premium (EYPP) allocation for 2017/2018 Academic Year***

#### ***Areas that are related to EYPP within ongoing priorities:***

- Raise standards for children eligible for EYPP in all areas through closing the gap that is common on entry, in particular in Personal, Social and Emotional development, Communication and Language, Literacy and Maths. More able EYPP children's focus will be around extending skills to apply independently.
- Work with parents in supporting learning at home with specific directed learning bags and through tasks on Tapestry to be involved in their child's learning.
- Workshops and support packs offered to look at school readiness and general child development to all families.
- Work with health visitors and local MAT agency with families through a range of toddler and baby groups on early intervention strategies on getting ready for Nursery and child development.
- Continue with collaborations between key workers and staff responsible for EYPP to ensure needs are being met through timely interventions and updated to HT at pupil progress meetings.
- Ensure that up to date research is considered on the impact of certain interventions using various methods – network meetings, conferences, literature, colleague discussions within alliance and Nursery heads.
- Use strategies in both teaching and learning to link in with school improvement that will have a recognised high impact on children eligible for EYPP (high impact, lower cost) such as early literacy and numeracy approaches, communication and language approaches (EEF) and self-regulation strategies supporting PSED development promoting good mental health and emotional wellbeing as newly researched by the Head/SENCO.

Number of Children on Roll Sept to Dec 2017: 67 (64 school leavers)

Number of Children Eligible for EYPP funding: based on Autumn term: 9 with 3 rising threes

From September to July 2017 likely number of children eligible for EYPP funding: **definite 10** possible 4

Estimated funding for 2017/18 Academic Year: **£4,228** including possible children

**The funding will be targeted to:**

- Purchasing resources that will extend opportunities for promoting good emotional wellbeing and mental health.
- Support provision of experiences/opportunities that our disadvantaged children miss out on in their everyday lives
- Subsidise lunchtime care for children to extend their social interaction and communication skills and PSED development.
- Support 1:1 or group intervention based on next steps or specific areas of development.
- Investing in training that will enhance practice and provision related to communication and language and PSED.

Children's needs are assessed on a 1:1 basis receiving support in whichever way will help them to progress both with their learning and their social, emotional and personal development.