



Intent

High-quality early years provision can significantly benefit children's later outcomes, especially among the disadvantaged groups.

The Early Years Pupil Premium is extra funding that aims to improve outcomes for disadvantaged 3 and 4 year olds who are receiving the entitlement to free education.

Children who meet the criteria will be eligible for an extra 62p per hour (approximately £353.40 per year). The criteria for receiving EYPP is similar to the criteria for eligibility for free school meals, it is also available for children in the care of the Local Authority and for children from service families. The funding is additional to the main school funding.

At Ganneys Nursery we strive to provide the best education and care for our children. We value the children's individuality and uniqueness. We identify children who may need additional support and determine if there is a need for intervention or support by working together with families and outside agencies, where appropriate.

By the end of academic year 2021 – 20212 we had a maximum of 7 children for EYPP (9% of pupils attending nursery) who claimed the additional funding.
£353.40 per year (62p per hour).

1. Summary Information

Academic Year	2022-23	Date of implementation	September 2022
Amount of EYPP per child per hour/per term	62p from April 23	Date of Review	July 2023
	Autumn (14weeks)	Spring (12weeks)	Summer
Total number of Children	93	124	153
Number of children eligible for EYPP	5	26	37
Total budget for EYPP	£651 for the term £1767 per year	£2,901 the term £9,188 per year	£4.358 £13,075

2. Baseline Attainment-Rationale for spending

	Autumn	Spring	Summer
% achieving expected standards in welcomm screening	62%	74%	We moved to a different assessment system

3. Barriers to future attainment for children eligible for Early Years Pupil Premium

In-School Barriers	
A	Children enter with communication skills that are developmentally lower than expected
B	Curriculum areas identified upon entry Literacy, Maths, Understanding of the world
External Barriers	

C	Poor Attendance
D	Support for children with additional needs
E	COVID and staff absence

4. Outcomes

Desired Outcomes and how they will be measured		Success Criteria
A	Improve speech, language and communication skills	More children will meet age related expectations or better by the end of the academic year. Children can use these skills to communicate effectively.
B	The gap between EYPP and Non EYPP will be reduced in these areas	Children will make accelerated progress by the end of the academic year and meet milestones in line with their peers.
C	SEN children will have access to specialist support, working together with colleagues and other agencies to improve outcomes	Children with identified additional needs make accelerated progress through targeted support from professionals and bespoke in school interventions
D	Improved attendance	Children's attendance will improve and for those parents who are not able to attend they will be supported by our family support team to remove barriers
E	Create and foster a love of reading	Children will be able to have access to a wide range of books, enjoy reading and use these to develop their language skills and imagination

Desired Outcome	Action/Implementation	Rationale	Impact	Staff
A- Improve communication skills	<ul style="list-style-type: none"> Targeted intervention in small groups or one to one with their key worker for those identified children who need more than quality first teaching. These should take place using the little and often method within the environment Develop staff skills in improving children's language skills through direct teaching and child initiated learning, to support all children 	<ul style="list-style-type: none"> CPD and whole school awareness of how to and when to extend vocabulary and understanding Communicate friendly spaces Further develop staff confidence with supporting S&L through the use of communication friendly spaces, wellcomm activities and their knowledge of child development in this area 	<ul style="list-style-type: none"> Improved outcomes for children Children eligible for EYPP to make good to accelerated progress Children will engage in conversations that help to develop speaking and listening skills Children will make improvements in their communication and language skills and meet their developmental milestones The indoor and outdoor environments promote communication opportunities Provocations for learning and stimuli within the environment spark conversations 	<p>EYPP Lead</p> <p>All staff</p>

			through capturing the children's interest	
B- The gap between EYPP and non EYPP will be reduced in prime areas and literacy and maths	<ul style="list-style-type: none"> • Staff to develop the curriculum to ensure quality first teaching builds on what children know and provides clear sequence that will ensure children make at least good progress. They do this using key worker individual plans which cover the seven areas of learning • Staff use their knowledge of child development to ensure that they use this, alongside what they know about the children • Staff have identified which children are not making appropriate progress and in which areas. They take time to understand any barriers and work to overcome them 	<ul style="list-style-type: none"> • A well-balanced curriculum will allow children to make links in their learning ensuring this is embedded • Supporting children to address any gaps within the continuous provision • Personalised learning approach 	<ul style="list-style-type: none"> • Improved outcomes in prime areas, maths and CL&L 	CL&L/ prime area/ maths leads EYPP Lead HT All staff and key workers
C- SEN children (7 EYPP and SEND spring term) will have access to additional support, working together to improve outcomes with colleagues in school and other agencies	<ul style="list-style-type: none"> • High adult ratio in their room provides additional support through access to more adult time • Partnership working with ECS team to provide support for the whole family • Individual support plans for children identify how key workers can build on their experiences and provide enrichment opportunities linked to the children's needs and interests 	<ul style="list-style-type: none"> • Staff will have increased confidence, knowledge and understanding of working with children with complex needs. They will develop a greater bank of strategies to use to support the child and their family • Children will receive specialist support from designated teacher (HB) which will ensure child makes progress against their targets 	<ul style="list-style-type: none"> • Children will make progress and their family feel supported • The environments and provision are reviewed regularly and reflect the children's needs and interests 	HT/DHT SENCO All staff Key workers Outside agencies
D- Increased attendance	<ul style="list-style-type: none"> • Create and share policy suitable for nursery attendance • First day contact with all EYPP children who are absent to signpost to revisit importance of good attendance and check in on reasons for absence • Wellbeing phone calls. 	<ul style="list-style-type: none"> • Support families and help them to understand the importance of good attendance. • Create good habits and routines at the earliest opportunity 	<ul style="list-style-type: none"> • Attendance will improve which will give children greater opportunities to access the full nursery entitlement • Children who have missed school will not fall behind their peers 	EYPP Lead Class teachers

	<ul style="list-style-type: none"> • Home visits in partnership with FSW and SRW where necessary • Highlight attendance concerns during Developmental Reviews, vulnerable children meetings and through regular discussions with parents and notes on Tapestry 	<ul style="list-style-type: none"> • Help them to understand the link between attendance missed opportunities • Families are supported through flexibility of sessions to support parents and encourage good attendance 	<ul style="list-style-type: none"> • Children eligible for EYPP will continue to close the gap between them and their peers 	
E- Create a love for Reading	<ul style="list-style-type: none"> • Create stimulating and engaging opportunities to explore books, songs and rhymes as part of everyday provision both indoors and out • An appropriate mix of planned and in the moment opportunities are available to support children to develop early reading skills • Encourage children to use the book bag take home packs • Quality first delivery of RWI phonics to support early reading in Dragonfly class 	<ul style="list-style-type: none"> • Children enjoy a wide range of books • Planned pre learning opportunities, help to develop their understanding of the world so that they can access the learning. 	<ul style="list-style-type: none"> • Children will be exposed to a wide variety of reading material and have and increased interest in books 	CLL Lead EYPP lead HT/DHT all class teachers

6. Monitoring

School Lead	K Kennedy	Link Governor	Janet Devine
How will EYPP be monitored?	<ul style="list-style-type: none"> • Termly Pupil Progress Meetings to discuss progress of EYPP children • Data analysis • Planning scrutiny • Learning Walks • Learning Journals • Parent Feedback • SEN Reviews 		

7. Breakdown of planned spending.

These are some of the ways which we intend to spend the EYPP money. They are in priority order based on the needs of the children. A final statement evidencing the spend will be written at the end of the school year.

Item	Cost	Benefit
Additional staff in the room to increase the staff to child ratio.	£110 per day Time is allocated from this for each of the EYPP children	<ul style="list-style-type: none"> • This provides more opportunities for talk and high quality interactions in the environment • More opportunities to share books and stories

	Average one day per week equivalent x 38 weeks per year £4,180	
Resources for Communication, Language and Literacy	£1000	<ul style="list-style-type: none"> • Children will develop a love for reading • They will be able to speak with some detail about the story they read • Increased wellcom scores • Children will have an increased vocabulary-learning and using new words • Building sentences through adult direction • Children will be able to recognise letters and the sounds they make • Children will become effective communicators expressing their needs and wants • Increased independence and confidence • Increased attention and listening
Numicon CPD and resources	£500	<ul style="list-style-type: none"> • Children will have an improved number sense
Enrichment experiences	£2000	<ul style="list-style-type: none"> • Planned visit into school from PE providers, animals etc

8. Summary Statement (to be completed July 2023)

End of year Summary Statement
<ul style="list-style-type: none"> • Children enjoyed the enrichment experiences which included access to sports coaches and visits from the animals. • The regular sports coach sessions supported the work of the Movers team and put an extra emphasis on the development of gross motor skills. • The animal visit provided children with the opportunity to hold a range of creatures that they would not usually encounter. This supported language development and their PSED skills • The number of children claiming the funding increased significantly over the year due to school promotion and supporting parents to complete the forms. This meant that more children accessed their entitlement • Data from pupil progress meetings demonstrates that EYPP children were making progress in all areas. Where additional support was needed this was provided by their key worker in partnership with the class teacher.