

Early Years Pupil Premium Action Plan 2021- 2022

Forecast Yearly Income x Pupil Premium - £3,900.00



What is Early Years Pupil premium?

The Early Years Premium (EYPP) is additional Government funding for Early Year settings to use to improve the learning and development of disadvantaged 3 and 4 year-olds. For the academic year 2021-2022 each setting will receive £300.00 for each eligible child who takes up the full 570 hours of state-funded early education they are entitled to.

Children Eligible for Pupil Premium

It is allocated to children if they meet specific eligibility criteria which include being registered for free school meals and those in care. Although the school can decide how to use the money, they will have to demonstrate to Ofsted how they use these extra funds to support the disadvantaged children and how it has made a difference.

How do we Use it? What is the Impact?

At Garretts Green Nursery School and Enhanced Provision we want all children to flourish and have the same chances in life to their peers. We recognize that some children need greater amounts of support in nurturing their potential. Any Pupil Premium funds the school receives we ensure the disadvantaged children have access and benefits to the same experiences as non- disadvantaged children.

Currently there are 72 children at nursery and 14 children are eligible for EYPP. The Pupil Premium money is carefully managed to ensure that it is directly linked to targeting gaps in attainment and maximum benefit to our pupils.

All children are baselined in their first term at nursery and this information is used to identify the children who are below their age-related expectations in all areas, but with particular focus on the three prime areas of learning, as outlined in the EYFS.

Pupil progress meetings are planned and held each term and EYPP children are discussed in greater depth to ensure that these children, at a higher risk of delay, are prioritized for any interventions and experiences that will give them a boost to their learning and development. End of year assessments are scrutinized to see how these children have progressed.

Additionally, Pupil Premium children are discussed regularly during weekly class and planning meetings. If it is felt appropriate, referrals are made to outside agencies for additional support or specialists are paid for to give the child, family and staff advice on the best way to support the child (e.g. Educational Psychologist). Differentiated groups are planned within each class.

Pupil Premium funding is used specifically for those children and in a blanket way across the setting. Examples of interventions are: Speech and Language initiatives e.g WELLCOMM/ bucket/ box; Nurture/social interaction booster groups; forest school; parent workshops; artists. Funding is also used for educational trips, resources for children, specialist training for staff e.g. Kym Scott training and additional staffing to enable further support for the children. Therefore, we use all the funding to help the children reach their full potential by overcoming individual barriers they may have so they can achieve positive outcomes in all areas of learning.

We are a Rights Respecting School our vision is enshrined by the following articles.

Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29: Your education should help you use and develop your talents and abilities.

Early Years Pupil Premium Grant 2021-2022			
	Autumn Term 2021	Spring Term 2022	Summer Term 2022
Total no of pupils eligible for Early Years Pupil Premium (EYPP) funding	11	14	15
Amount received per pupil	£100.00	£100.00	£100.00
Total Amount of EYPP funding to school	£1,100	£1,400	£1,500

Main Internal and External Barriers

1. Low attainment on entry to nursery in the prime areas of learning, particularly personal, social and emotional development e.g. lacking in confidence/ self esteem
2. Commonly at risk of a language delay or disorder.
3. Attendance and punctuality issues, worsened by COVID-19
4. Limited life experiences - made worse by the pandemic
5. Complex family situations, including SEND children, that prevent them from accessing additional learning opportunities, including trips and visits to broaden their horizons from the earliest opportunity in life.

Early Years Pupil Premium 2021-2022

<p style="text-align: center;">Proposed Actions</p> <p style="text-align: center;">High Quality Early Years Provision Parent & Family Focused</p>	<p style="text-align: center;">Projected Impact</p> <p style="text-align: center;">What difference do you hope to achieve? How will you know? What evidence do you need to collect to show outcomes have been achieved?</p>	<p style="text-align: center;">Funding Allocation/Resources</p>
<p>Speech & Language Training Staff to attend Kym Scott training, with particular focus in CLL.</p> <p>Wellcomm Screening completed with each child.</p> <p>Library Books Children to choose and take home a book each week to share and read with other family members.</p> <p>Bucket/ Box To take place with children identified as needing to improve listening & attention / sharing & turn taking.</p>	<p style="text-align: center;">What difference do you hope to achieve?</p> <ul style="list-style-type: none"> *Children will make progress and close the gap in their attainments in Communication and Language development. *Wellcomm screening - to inform attainment, progress and identify those children requiring language support, interventions or referrals to outside agencies. Parents given advice, support and home speech and language packs, if required. *Library scheme – families spending time together, reading and talking about the books the children take home. <p style="text-align: center;">How will you know?</p> <ul style="list-style-type: none"> *All EYPP children accessing proposed actions * High levels of well-being & involvement recorded in Tapestry *Data on children’s development will show progression *Wellcomm data will show improvement *Through training Staff will feel confident, inspired and accurately assess and plan purposeful interventions for all children. *Children will make continual progress in communication and Language. 	<p>*Cost of training</p> <p>*Teacher/ cover cost for staff to complete Wellcomm assessments.</p> <p>*Speech and Language home learning packs to be printed</p> <p>*New library books</p> <p>*Resources for “Bucket” & “Box”</p> <hr/> <p style="text-align: center;">IMPACT</p> <p style="text-align: center;">Recorded Summer Term 2022</p> <p>Speech & Language Training</p> <ul style="list-style-type: none"> * All staff completed the online courses – see Kim Scott CPD folder. *All staff received WELLCOMM and Speech sounds training by David Hill (PSS) and Vicky. <p>Impact</p> <ul style="list-style-type: none"> * All staff have increased their knowledge in CLL and thus able to plan appropriate interventions/ play to help develop this area. *All staff empowered and confident to complete the WELLCOMM assessment on children (instead of SLT) in Summer Term 2022.

*Happy Children - choosing a book to take home and share. *Parental comments recorded in home book.

What evidence do you need to collect to show how outcomes have been achieved?

- *Tapestry logs showing progression in Communication and Language.
- * Wellcomm assessment data to demonstrate progression
- *Parental comments recorded on Tapestry
- *Record of support given by staff and SENCo, ref communication & Language needs & external professionals, if necessary.
- * Dates of training for CLL in training folder

WELLCOMM SCREENING

- * All Pupil Premium children WELLCOMM assessed & children working below expected level identified for targeted work

Impact

- *Progress seen in CLL - See individual children's tapestry and planning to see identified work and progress.
- *Children who made little or no progress- referred to SALT
- *Children waiting for SALT appointment – parents/ child were seen by the DLP speech therapist & given advice.

Library Books

- *Weekly - All Pupil Premium children chose a Library book to take home to read with family members.

Impact

- * Children built a love for books & weekly spoke about the books with their key worker.
- *Children happy to choose a book to take home and read with family members.
- *Comments in parents' home book reflects time spent enjoying the book together.

Bucket time/ Box

- * Any pupil premium children identified as needing support with attention & Listening skills, sharing and turn taking attended bucket/ box time

Impact

- * All children who attended bucket progressed to stage two.
- *Children attending bucket remaining seated for up to 3 minutes in an adult led activity.
- * Attention & listening skills developed – see individual tapestry – PSE.

Forest School

*Weekly small group forest school sessions for all children, led by qualified Forest School Leaders.

*Parent & Child Forest school workshop session to take place.

What difference do you hope to achieve?

- *To see children who are happy engaging in Outdoor activities and enhancing and developing their communication & language, imagination, physical skills, social skills, independent skills, behaviour and emotional well-being.
- *Parents attending a Forest School workshop with their children and enjoying the experience together.
- *Parents informed about the benefits of being outdoors, in a natural learning environment & having greater knowledge on how to support their child’s early learning.
- * High level of well-being and involvement.
- *Rise in children meeting age related expectation in understanding the world.

How will you know?

- *All EYPP children accessing proposed actions
- * Tapestry logs showing progress in areas such as communication & language, imagination, physical skills, social skills, independent skills, behaviour and emotional well-being.
- * Parental comments – verbally & on Tapestry
- * Happy children talking about their forest school experiences to their peers/ teachers and families.

What evidence do you need to collect to show outcomes have been achieved?

- *Tapestry logs showing individual progression in areas identified above
- *Data on children’s development will show progression
- * Parental comments recorded on Tapestry

*Cost of Qualified Forest School Leaders or cover for staff who are qualified

*Resources to enable sessions to take place

IMPACT

Recorded Summer Term 2022

- *All Pupil Premium Children attended weekly forest school sessions.
- *12/13 Parents & Pupil Premium children attended the forest school workshop – May 2022.
- Impact**
- *Children’s confidence, high levels of involvement, knowledge of the natural world around them increased as well as other areas in the EYFS – see tapestry & data analysis for evidence & parent feedback.
- * Parents given a talk at beginning of session about the benefits of Outdoors to children’s health and all round development. Feedback given from parents said the forest school session was either excellent or very good.- see Forest School feedback folder.

<p>Support the development of personal, social and emotional development, including behaviour and Welfare, which has been severely impacted by COVID-19</p> <p>*Trained and experienced staff -weekly in group time to teach and role model life learning skills such as “good listening/ showing kindness/ sharing and caring/respecting diversity/ stranger danger, self-regulation and emotional resilience strategies.</p> <p>* Take home Ted – 1 child identified each week from key worker group to take home Ted and record the adventure he/she had, spending time with different, cultural and diverse families within the community. Information to be shared with the rest of the children when Ted returns back to nursery and in the home/school recording book.</p>	<p>What difference do you hope to achieve?</p> <p>*Children demonstrating life learning skills, as outlined in proposed actions</p> <p>*All children taking Ted home, showing him/her life at home and sharing their time with Ted through group time with their peers and in the home/school recording book – sharing difference in culture/ religion and diverse families.</p> <p>*Parents recording and sharing experiences in the home/school book.</p> <p>How will you know?</p> <p>* All EYPP children accessing proposed actions</p> <p>* High levels of well-being & involvement recorded in Tapestry</p> <p>*Data on children’s development will show progression</p> <p>* Parental comments – verbally & on Tapestry</p> <p>* Parents supported by staff and SENCo, with positive parenting, behaviour management information/ advice and if necessary, provide further training in house or by external professionals.</p> <p>What evidence do you need to collect to show outcomes have been achieved?</p> <p>*Tapestry logs showing individual progression in areas identified above</p> <p>*Data on children’s development will show progression</p> <p>* Parental comments recorded on Tapestry</p> <p>*Parents comments recorded in home/school recording book.</p>	<p>Staff cover costs or additional staff costs in order to provide small group work</p> <p>Purchase resources to support the Emotional environment e.g puppets/ feelings masks etc.</p> <p>Time and cover costs for experienced staff or external Agencies to co-deliver/ deliver training for parents.</p> <hr/> <p style="text-align: center;">IMPACT</p> <p style="text-align: center;">Recorded Summer Term 2022</p> <p>*Pupil Premium children involved in daily group time with their peers.</p> <p>*Pupil premium children took Ted home and completed the home/ school book.</p> <p>Impact</p> <p>*Children demonstrating good listening/ showing kindness/ sharing and caring/ respecting diversity/ stranger danger/ self-regulation and emotional resilience strategies in the classroom and at home – see tapestry for individual progression/ parent comments on tapestry and data on children’s termly EYFS.</p> <p>* Children’s understanding of the world increased – see above evidence</p> <p>* happy children, confident to talk with their peers about Ted and his visit to their home – sharing cultural differences – see</p>
--	--	---

		<p>children's tapestry and comments in Ted's home book.</p> <p>*Pupil Premium parents received support and advice from SENCo & others and referrals made for family support, if required.</p>
<p>Improve Pupil's Cultural Capital</p> <p>Trips to take place in the local community and wider.</p>	<p>What difference do you hope to achieve?</p> <ul style="list-style-type: none"> *Children will increase their life experiences and knowledge of the world and local community. *Children- happy, engaging and eager to learn about the world and local community. * High level of well-being and involvement *Rise in children meeting age related expectations in understanding the world. <p>How will you know?</p> <ul style="list-style-type: none"> * All EYPP children accessing proposed actions * High levels of well-being & involvement recorded in Tapestry *Data on children's development will show progression * Children will talk about their visit/ experience with their teachers/ peers and family *Parental feedback – verbally and on tapestry. <p>What evidence do you need to collect to show outcomes have been achieved?</p> <ul style="list-style-type: none"> *Comments/ photos on Tapestry *Children's comments recorded by key worker on tapestry *Parents' comments – verbally & on tapestry. *Website 	<p>Staff cover – to release key workers and smaller groups to go out on trips</p> <p>Cost of bus fare/ taxi/ possibly small coach to areas of interest</p> <p>Additional funding for trip (e.g. cost of lunch for the EYPP children).</p> <hr/> <p style="text-align: center;">IMPACT</p> <p style="text-align: center;">Recorded Summer Term 2022</p> <ul style="list-style-type: none"> *Due to continued COVID -19 risks, visits to the local community and wider were restricted. *One visit took place to Botanical Gardens – 50% of children on Pupil Premium were selected to go and represent the school to receive an award for "Health for life". <p>Impact</p> <ul style="list-style-type: none"> *Children who attended were full of happiness on return to nursery – they were excited to tell their peers about their day and were eager to go home to tell their family members – see tapestry for key worker/ Parents & children's responses/ photographs of the day & school website ref the award.

Monitoring and Evaluation

- What difference has this funding made? How do we know? What has the impact of our actions been on pupil progress?
- Pupil progress analysed termly/annually for impact to determine success of strategies – linked to Appraisal process
- Governors monitor action planning / spending / impact at each FGB Performance
- Regular feedback to staff / governors / parents / children on impact of actions and of audits / reviews