



Early Years Pupil Premium Strategy 2017/18

School: Highters Heath Nursery School	Year: 2017-18	Budget: £6,000 (indicative)
Children on Roll: 61	Children Eligible for EYPP (Jan 2018): 25 (41%)	Last Reviewed: January 2018 Next Review: May 2018

EYPP SUMMARY

What is Early Years Pupil Premium?

The Early Years Pupil Premium (EYPP) is additional funding given to settings such as ours, for children from disadvantaged backgrounds. The aim of the funding is to close the gap between children from disadvantaged backgrounds and other children. This extra funding provides the opportunity to further raise the quality of provision we provide.

For the first time this academic year, the government have changed the criteria for full time places. **EYPP children are no longer entitled to 30 hours and are part-time.** Full time places are given to children from working families, who are non EYPP.

Eligibility for Early Years Pupil Premium

Children are eligible for EYPP if their parents meet one or more of the criteria outlined below:

- ❖ Income-based Jobseekers Allowance
- ❖ Income-related Employment and Support Allowance
- ❖ Support under part 6 of the Immigration and Asylum Act 1999
- ❖ The guaranteed element of State Pension Credit
- ❖ Child Tax Credit (provided they're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- ❖ Working Tax Credit run on– paid for 4 weeks after they stop qualifying for Working Tax Credit
- ❖ Universal Credit

Or if they have been:

- ❖ looked after by the local authority for at least 1 day
- ❖ have been adopted from care
- ❖ have left care through special guardianship order
- ❖ subject to a child arrangement order, setting out with whom the child is to live (formerly known as residence orders)

Early Years Pupil Premium funding is based on the children recorded as eligible at each census point. The funding is decided each financial year, as opposed to each academic year. **We currently only have an indicative sum for the school year 2017/2018 and have formed our EYPP strategy around this.**

USE OF EARLY YEARS PUPIL PREMIUM FUNDING

Research shows that children who are entitled to EYPP typically face barriers to their educational achievement- the purpose of the funding is to help overcome this. In our setting this is no different, although we recognise that each child and their circumstances are individual and as such there may be children for which none of the identified barriers apply. There are also children for which more than one of the identified barriers apply.

The school and governors have agreed to spend the EYPP funding on aspects that will benefit as many of our children as possible, using assessment data to identify areas it is most needed. Our pupil data from 2016-17 highlighted that Literacy was a key area in which our Pupil Premium faced a barrier to learning.

At Highters Heath Nursery School we will never group children according to their socio-economic situation or background. For this reason, strategies which are implemented to raise attainment for EYPP entitled children will often also be accessed by children who are not entitled to EYPP. We will never stop a child accessing a resource or activity which will promote and aid their learning.

Below we have detailed the barriers to learning that children in our setting face, how we are using our EYPP to overcome these barriers, and how we will measure how effective this has been.

Barriers	EYPP Funding	Effect
<p>1. LITERACY</p> <p>Children enter our nursery with poor Literacy skills – This is true of all our children but particularly those entitled to EYPP. In 2016-17 only 5% of EYPP entitled children were On Track on entry, compared with 12% of the cohort as a whole.</p> <p>On consultation with parents we found that this was often due to a lack of confidence in how to support their children at home, and a reliance on digital resources rather than story books and parent/child activities.</p> <p>As pupils are not used to accessing books and mark making activities they are more difficult to draw into these activities during the nursery day as they are seen as unfamiliar or of no value, unlike technology based activities which are highly prized in their family lives.</p>	<p>We will use our EYPP funding in the following ways, in order to increase EYPP-entitles pupil attainment in the Literacy strand of the EYFS:</p> <ul style="list-style-type: none"> - Adult time to set up, resource and run a Parent Lending Library of Literacy resources that can be borrowed by parents on a weekly basis to be used at home to support learning. Rolled out to EYPP parents first, with a view to all parents using the service. - Phonics and mark making resources to raise the profile of Literacy across small group times and continuous provision. - Adult time and resources to staff parent workshops with Literacy foci. - Increased adult time to allow targeted, age appropriate fine-motor intervention to aid writing. 	<p>We will measure the effect of these actions in the following ways:</p> <ul style="list-style-type: none"> - Analysis of termly assessment data, where the gap between EYPP entitled children and the cohort as a whole is analysed. - Pupil engagement in Literacy based activities. This will be measured by staff observation and discussion with pupils. - Parental confidence and engagement levels across Lending Library and Parent Workshop sessions. Attendance data will be analysed and an end-of-year parent questionnaire carried out to compare with the start-of-year responses. - EYPP attainment in Literacy strand of EYFS compared to baselines.

2. SPEECH, LANGUAGE & COMMUNICATION

Tracking our data over recent years, we know that our children start nursery with poor Speech, Language and Communication skills.

In 2015/16 40% of EYPP entitled children started nursery On Track in SL&C, compared with just 20% of the cohort as a whole. However, by the end of the academic year 73% of the cohort was On Track, whereas only 65% of EYPP were. Clearly our EYPP children were making less progress over the year, despite more of them being On Track initially.

We spoke to parents, tailored our observations and audited our provision. We found that EYPP children quite often had fair language skills on entry as much of it has been learned from cartoons or overhearing adult conversation, however what prevented these skills progressing was a lack of understanding/processing of the meaning of language. This was masked as they were, in essence, 'talkers'. In 2016/17 we put measures in place to action this, and we have continued to embed these this year.

We will use our EYPP funding in the following ways in order to increase EYPP-entitled pupil progress in the Speech, Language and Communication strand of the EYFS.

- Embedding of the Wellcomm program, which was started in 2016/17.
- Adult time to carry out screenings, intervention groups and assessments following the Wellcomm principles.
- Resources for intervention groups and to foster a language-rich learning environment.
- Staff training from a Wellcomm trained Speech and Language Therapist.
- Speech and Language therapist time in school to see children with specific speech problems and to mentor staff in cognition interventions.
- Staff and SALT time spent with parents to discuss how to support their children's understanding.

We will measure the effect of these actions in the following ways:

- Analysis of assessment data, both from in-school tracking and specific Wellcomm screens.
- Above analysis shows gap has narrowed between EYPP-entitled children and non-EYPP for end of year SL&C.
- Observations show increased cognition of age-appropriate concepts for EYPP-entitled children
- Wellcomm assessments shows greater proportion of EYPP children <6 months behind ARE for understanding

WHAT DID WE DO LAST YEAR?

Last year we had a larger Early Years Pupil Premium budget of **£9,445**. This is due to us having more children on role, and the fact that there were council funded full-time places for disadvantaged children, which drew families in. Our demographic is shifting and we now have more working parents who access the government's 30 hour offer and are not generally eligible for Pupil Premium funding.

In the academic year 2016-2017 the school spent this money in 2 main ways: Music Go Round, to offer enhanced and specialist provision in Music and Wellcomm, a speech, language and understanding intervention programme. We found that both of these had a very positive impact on the progress and attainment of Pupil Premium entitled children, and also helped other children within the cohort.

A summary of the impact on attainment of these initiatives is shown below:

Wellcomm

In the academic year 2015-2016 40% of pupil premium children were assessed as being On Track in the Speech, Language and Communication development when they entered the setting.

By the time they left the setting, 65% of them were judged to be on track, an increase of only 25% and with a 10% gap between pupil premium children and the cohort as a whole. This was clearly an area for development.

In the academic year 2016-2017, pupil premium money was used to train staff and purchase resources so that they may carry out the Wellcomm project. It also bought the time of a Speech and Language Therapist. In September 2016 only 14% of pupil premium children were judged to be On Track in Speech, Language and Communication. Many children had specific speech difficulties.

After the implementation of the Wellcomm project, 73% of pupil premium children left the setting On Track in SL&C. This was a 59% increase and a gap of only 5% when compared with the cohort as a whole.

Wellcomm had been very successful, and as such it was decided to continue to use EYPP towards funding it for 2016/17.

Music Go Round

In the academic year 2015-2016 48% of pupil premium children were assessed as being On Track in their Expressive Arts and Design development when they entered the setting.

By the time they left the setting, 85% of them were judged to be on track. This was partly due to the professional expertise offered by Music Go Round in offering weekly music and rhythm lessons to children in our school. It was clearly successful, and so it was continued last academic year.

In the academic year 2016-2017, pupil premium money was used to fund weekly Music Go Round sessions. In September 2016 only 27% of pupil premium children were judged to be On Track in Expressive Arts and Design, much lower than the previous year.

By July 2017, once again 85% of pupil premium children left the setting On Track in EAD. This had continued to be successful, and during the summer term members of school staff shadowed Music Go Round staff so that they could then implement this style of lesson themselves as part of the continuous provision.

In 2017/18, we have not bought back in to Music Go Round but the principles are being applied by staff in order to maintain a high level of EAD development.