

Early Years Pupil Premium Strategy



Academic Year: September 2020-21

No of Children on Roll: 103

No of Children eligible for EYPP: 22

Total EYPP Budget Received to-date: £3,689 (Feb 21) Annual Expenditure to-date:

Date of Next Internal Review of this Strategy: May 2022

From April 2015, we have been able to claim extra Government Funding for some of our children. This is known as Early Years Pupil Premium. This provides us with an additional 53 pence per hour for 3 and 4 year old children who have been in care, or adopted from care or whose parents are in receipt of certain benefits (£302.10 p/annum for each EYPP child), with additional funding of up to £2,000 for children who are in care, or adopted from care. We do not know which children are eligible until they enter Nursery and as we have an intake each term, the school does not know at the beginning of the year how much we will receive for Pupil Premium across the school year. It is well known that high quality early education such as that offered by the outstanding provision at this school impacts positively on children as they go into primary and secondary education. We closely monitor and assess all of our children's progress, and have seen the very positive impact of these additional interventions on those eligible for Early Years Pupil Premium. Pupils show very good progress from their low starting points on entry to Hadfield Nursery School. If you require further information about individual EYPP children's progress, please contact school.

Potential Barriers to Learning

Poor attendance; language delay; behaviour (social skills); health concerns; attachment/emotional well-being issues, safeguarding issues. SEN.

GLOBAL CORONAVIRUS PANDEMIC AND CONSEQUENT DISRUPTION TO SCHOOLS AND THE EDUCATION OFFER

Desired Outcomes & How Measured	Action/s	Impact/Success Criteria	Implication for next academic year	Cost
Children's social and emotional well-being supported through interventions and 1:1 support.	Provide 1:1 SENTA support to work with children Family Liaison Worker to support their families in person, via email and telephone contact.	Interaction between home and school. Families attending regularly.	Monitored through SMT & Governing Body and reviewed via SIP.	Included in current staffing costs ie 1:1 support, family liaison, class teachers.
<i>Measured through data tracking, FerreLaevers, parent consultations.</i>	All staff observe and assess with FerreLaevers monitoring tool for children's emotional well-being & level of involvement.	Children successfully manage their involvement and well-being independently.	More efficient data tracking system introduced.	

Desired Outcome	Action/s	Impact	Implication for next academic year	Cost
Children's social and emotional well-being supported through interventions and 1:1 support.	Introduce the "Teddy Bear Project" into our school. This is based on a relatively new initiative from the Parental Engagement Network to support home learning in the early years. Each child is given a teddy bear (Buddy Bear) to look after, so they can help the bear get ready to start school. Buddy Bear will learn alongside the child and support them with everything from bedtime routines, brushing teeth, getting dressed, reading and making friends.	Greater support for transition issues with children as they move from school-to-school and setting-to-school.	To introduce the project through workshops with parent/carers. (Due to Covid-19 restrictions the parents/carers were given a booklet of activities, and encouraged to share observations of the activities.	Cost of transition objects and staff cover time. £300
Improving attendance for children in receipt of EYPP	Close monitoring of children's attendance using Integris based system. Parents have a clearer understanding of the importance of regular attendance at Nursery.	Office staff call families in receipt of EYPP early on first day of absence if no message is received. Phone parents within 1 hour of child's first day of absence. Key person to talk to the parent/carer concerned regarding the importance of regular attendance. Family Liaison Worker to offer support to families as needed.	Attendance of this group is monitored termly and reported to the governors. Attendance has become more regular where support / advice has been provided.	Included in current staffing costs: family liaison
To improve children's language delay <i>Measured by the WellCommProgramme & school's data.</i>	Children identified through the WellCommProgramme. Speech & Language Therapist intervention for referred children.	Speech & language support at home, dialogue, interventions through school. Families engaged with strategies offered at home & supported.	More efficient data tracking system introduced. Children to continue to be closely tracked through SMT & Governors.	

<i>Speech Therapist also monitors progress for referred children.</i>				
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Further Resources

Interventions offered as part of our extensive curriculum include Forest Schools, ECAT, ECAM, Emotional Wellbeing iePositive Play, and FerreLaevers. FerreLaevers is a monitoring tool used by all staff for all children, to monitor emotional wellbeing and involvement.

Tales Toolkit will be introduced to all children. It develops many areas of learning, skills and characteristics of learning including language, literacy, social skills, creativity, confidence, empathy, boys writing, problem solving, maths and lots more.