

Ashfield Nursery School Action Early Years Pupil Premium Plan - September 2023 – 2024

Since April 2015, we can claim extra Government funding for some of our 3-4 year olds to support their development, learning and care. This funding is called the Early Years Pupil Premium (EYPP).

The Early Years Pupil Premium provides us with an extra 62p per hour for 3 and 4 year old children whose parents are in receipt of certain benefits, who have been in care or adopted from care. This means an extra £100+ per term for each child who qualifies. We know that high quality early education can influence how well a child achieves in their future lives, so we aim to make the most of this additional funding.

Across this year, we expect approximately:

23 children to be eligible for Early Years Pupil Premium in autumn term

33 children to be eligible for Early Years Pupil Premium in spring term

43 children to be eligible for Early Years Pupil Premium in summer term

We expect to receive at least £11,569 (approx.) EYPP funding this academic year to support children who qualify for this grant.

Barriers to Learning
Low attainment on entry in: Mathematics Expressive Arts and Design Personal, Social and Emotional Development Communication and Language

We plan to provide an additional two hours of provision time every day for all of our children who qualify for EYPP. We will also offer this provision to the vast majority of our children aged 3+ to help offset the adverse effects of lockdowns and self-isolation during the Covid 19 pandemic. Since the pandemic, we have noticed lower than expected skills for large numbers of our children on entry – particularly in the four areas listed above.

The activities that staff will focus on will support our desired outcomes – see below.

Desired Outcome	Action/s	Implementation	Monitoring	Cost (updated termly)	Impacts from monitoring – information added termly...
Improved skills, knowledge and understanding of pupil premium children in PSED [] Understanding Emotions [] Making Relationships [] Sense of Self	Contribution to additional staffing to provide targeted group/ individual work sessions. Staff training. Resources – books, story sacks, puppets	Targeted strategies discussed amongst staff teams and put in place for specific children	Regular monitoring of progress and next steps needed by key worker and class teachers		
Improved skills, knowledge and understanding of pupil premium children in Mathematics [] Numbers [] SHSM	Contribution to additional staffing to give targeted small group/ 1-1 support daily. Staff training. Resources – mathematical visual aids and equipment	Targeted strategies discussed amongst staff teams and put in place for specific children	Regular monitoring of progress and next steps needed by key worker and class teachers		
Improved skills, knowledge, understanding and confidence in Expressive Arts and Design for children who qualify for EYPP	Contribution to additional staffing to give targeted small group/ 1-1 support daily. Staff training. Resources – art design and role play resources -	Targeted strategies discussed amongst staff teams and put in place for specific children	Regular monitoring of progress and next steps needed by key worker and class teachers		

<input type="checkbox"/> Creating with Materials <input type="checkbox"/> Being Imaginative and Expressive	including EAD outdoors				
Improved skills, knowledge, understanding and confidence in EAD for children who qualify for EYPP especially in speaking and listening	Contribution to additional staffing to give targeted small group/ 1-1 support daily. Staff training. Resources to support S&L	Targeted strategies discussed amongst staff teams and put in place for specific children	Regular monitoring of progress and next steps needed by key worker and class teachers		
Total funding available					

We also plan to speak to the parents of each child who qualifies for EYPP to seek their suggestions of targets to focus on at each of our Parents' Meetings when we set targets each child. Parents will complete a survey to suggest ways they think we can help their child improve.

Monitoring this Plan

The Governors of our school monitor the outcomes of our EYPP work regularly each term to analyse whether it is having the required impact by

- looking closely at feedback from staff, children and parents to find out their views about this work
- monitoring the progress and attainment of the groups involved each term during full Governing Body meetings and in our Curriculum Sub-committee meetings.
- visiting Nursery to observe some of the activities included in our plan and talking to staff about their work and its impacts
- checking our children's Learning Journals to see evidence of progress made during these activities
- gathering feedback from staff about training provided and how this has impacted upon teaching and learning
- accessing anonymized reports that show outcomes for individual children eligible for EYPP that show how well children have progressed (i.e. what they remember, can do and know)
- accessing termly analysis reports on whole group EYPP progress throughout this plan to evaluate ongoing improvements