

What is the Early Years Pupil Premium?

From April 2015 we have been able to claim extra funding through the Early Years Pupil Premium to support children's development, learning and care. National data and research tells us that children eligible for free school meals tend to do less well, for example in 2014, 45% of children eligible for free school meals achieved the expected level at the end of the early years foundation stage compared with 64% of other children. The Early Years Pupil Premium will provide us with extra funding to close this gap.

The Early Years Pupil Premium provides an extra 53 pence per hour for three and four year old children whose parents are in receipt of certain benefits, which means an extra £302 a year for each child.

Improving Outcomes

Research into the benefits of effective, high quality nursery and early education has identified the influence this has on outcomes for children throughout their early years, primary education and beyond.

- High quality experiences in pre-school lead to better intellectual and social/behavioural development (Siraj-Blatchford 2011)
- The impact of the environment and good practice in early years provision is a 'necessary condition for good outcomes' (REPEY 2002)
- Where children attended higher quality settings, there was a positive impact on **language ability**, and on the parent-child relationship (Smith.R 2009)

The Early Years Pupil Premium is intended to improve outcomes for pupils by funding improvements to the quality of provision. We aim to use the Pupil Premium to support our vision to provide high, quality and effective nursery education.

What Contributes to Effective Early Education

In her research, Professor in Early Childhood Education, Siraj-Blatchford, identified areas particularly important in effective early education including:

- **The quality of the adult-child verbal interaction**
- **Staffs understanding of the curriculum**
- **Knowledge of how young children learn**
- **Home learning environment and parental engagement in learning**

We want our children to have access to practitioners who:

- Understand and support language development
- Extend and challenge language for thinking
- Provide vocabulary and ask open ended questions
- Sensitively correct and model accurate and correct language use
- Support children to develop their critical thinking and extend their learning

We recognise the importance of language development in improving outcomes for children and the importance of effective interactions between staff and children which will support this language development. We aim to provide skilled staff who have the knowledge and skills to meet children's needs and the resources, including time, for staff to engage and interact with children to support and extend their learning.

Using Early Years Pupil Premium to Improve Outcomes for Children

We have developed an action plan identifying how we will use the Early Years Pupil Premium to improve outcomes for our children.

Key to this plan is:

- Creating a communication rich environment and resources that promote opportunities for language development
- Funding additional staff to improve the staff to pupil ratio, increasing opportunities for staff to engage in effective interactions with children

The plan also takes into account the guidance from the 'Learning Together about Learning Project' commissioned by the DfE, which identifies three key areas where funding can be used effectively to support children:

- **Training**
Providing opportunities for staff to further develop their skills and knowledge about how children learn and strategies that can effectively target and support children's needs removing barriers to progress and achievement. Contributions to the funding of staff with specialist skills will enhance learning through modelling and sharing best practice.
- **Developing the home learning environment**
The EPPE and EPPSE projects identified the positive impact of the home learning environment on outcomes for children. Children make more progress when they are given opportunities to consolidate their learning and developing skills with the support of adults who are interested and supportive. We aim to support parents and their engagement in children's learning by providing lending libraries of activities to promote and reinforce key skills for literacy and numeracy.
- **Widening life experiences for the child and family**
'Children and families can sometimes have limited life experiences due to a range of factors such as poverty, limited knowledge or lack of transport. By extending these experiences a broader horizon opens up for these children and families, which can provide greater opportunities for children to learn and develop Early Education 2016'.

We aim to ensure that all families have the opportunity to participate in trips and visits by funding these activities for children who receive EYPP funding.

As a result our action plan also aims to:

- Contribute to the funding of staff with specialist skills to support children's learning needs and support staff to develop new knowledge and skills which will enhance learning through modelling and sharing best practice
- Fund resources to promote home learning
- Fund visits and trips

2016 – 2017 Funding

The amount of pupil premium funding the school received varies each term according to the new intake of pupils therefore this plan will be updated termly to reflect changes in funding.

In 2016-2017 the school will receive: **£ 9,848**

Early Years Pupil Premium Action Plan 16-17



	Aim	Actions	Resources	Cost	Success Criteria
Autumn Term 16	Support language development through increased opportunities for adult:child interactions	<ul style="list-style-type: none"> Enhance staffing ratio to 1:6 increasing levels of adult/child interaction particularly supporting summer born children to develop communication, literacy and numeracy skills 	Additional staffing (%)	£2,864	EYPP children make more than expected levels of progress in communication, literacy or/and numeracy therefore narrowing the gap.
	Specialist support to enable early assessment of development needs and next steps for children at risk of delay due to additional needs	<ul style="list-style-type: none"> Specialist staff to undertake assessment to support early identification of additional needs and to deliver targeted support 	3 days specialist support	£360	Additional needs of EYPP pupils identified promptly. Support plans and external referrals made within first term of attendance.
	Provide access to activities that promote parental engagement and enrich children's learning and experiences	<ul style="list-style-type: none"> Subsidise transport and entrance cost for parents to attend trip to the safari park 	Transport and entrance costs %	£200	All EYPP pupils and families given the opportunity to attend school trip.
Spring Term 17	Develop children's story telling skills and use of creative and imaginative language	<ul style="list-style-type: none"> Artist led storytelling and drama workshops weekly during Spring term. 	Staffing (%)	£3,000	Children's confidence to share ideas and participate in language based activities increased.
	REAL project engaging parents in children's learning	<ul style="list-style-type: none"> Program of literacy workshops, library visits home visits involving parents and pupils. 	Cover to release staffing	£650	Parents report increased engagement in literacy based activities with child at home.
	Play and learn sessions to increase parental awareness of strategies to support children's development and learning.	<ul style="list-style-type: none"> Play and learn sessions modelling teaching and learning strategies to parents. 	Resources % Additional Staffing	£553 £450	90% engagement from families in sessions
Summer Term 17	Provide resources to support home learning opportunities	<ul style="list-style-type: none"> Create home learning library for parents and children to access 	Resources (%)	£600	80% of parents confirm use of the home learning packs through feedback.
	Support language development through increased opportunities for adult:child interactions	<ul style="list-style-type: none"> Enhance staffing to increase levels of adult/child interaction particularly supporting N1 to develop their communication skills and to enable targeting of N2 pupils to develop literacy and numeracy skills 	Additional staffing	£561	Children make expected levels of progress in Communication, literacy or/and numeracy.
All year	Early identification of children's language development needs	<ul style="list-style-type: none"> Specialist staffing modelling early identification techniques and support strategies Specialist assessment of communication needs Sharing best practice to support staff CPD 	Specialist staffing (%) 2 days per term	£600	Staff demonstrate and implement increased knowledge of techniques for the early identification and support of language needs