

Early Years Pupil Premium Funding

Early Years Pupil Premium provides funding for children whose parents are in receipt of certain benefits, such as income support, or who were formerly in local authority care but who left care because they were adopted or were subject to a Special Guardianship or Child Arrangements order.

We have been able to claim up to £302 a year for children who meet the criteria for the funding. This has been used to support children's development, learning and care in order to close the attainment gap.

The Early Years Pupil Premium Funding which Arlesdene Nursery School and Pre-school have received has been used to make a contribution to the cost of a range of intervention and support programmes. This contribution ensures that all our children are supported in their learning and make the best possible progress. We track children's progress and attainment through regular assessments and meetings with their key person in nursery and pre-school. This enables us to measure the impact of the additional funding that we receive.

We are very keen to access EYPP funding so we can ensure that we are providing the best start for all of our children. All families will be asked to fill in the relevant section of the funding declaration form given out when their child joins our setting which will allow us to claim the funding for all eligible children. Eligibility is checked simply using a parent/carer's National Insurance number.

Overview of the funding for 2017 - 2018

Number of Children and Early Years Pupil Premium Funding Received	
Total number of children on roll	
Autumn	68
Spring	68
Summer	67
Number of children eligible for EYPP Autumn	14
Number of children eligible for EYPP Spring	21
Number of children eligible for EYPP Summer	21
Amount of EYPP received per child (full year)	£302
Funding received from Autumn to the end of the summer term	£6201.0

Priorities for EYPP spending 2017-18
<ul style="list-style-type: none"> ➤ To develop children's speech and language ➤ To further develop children's love of stories and literacy skills ➤ To support parents to help their children's learning at home ➤ To support children's personal, social and emotional development

Monitoring of EYPP spending
<ul style="list-style-type: none"> ➤ WellComm screening baseline and reviews to monitor progress in speech and language ➤ Governor visits and feedback by EYPP Governor ➤ Governor visit with a focus on literacy and communication and language ➤ Head's reports to governing body ➤ Termly and yearly analysis of the progress of children accessing EYPP funding across all areas of learning and development ➤ Hertfordshire School Improvement Partner (HIP) monitoring visits

Nature of support	
Wellcomm screening and individual/group interventions	Employing additional staff to support screening and intervention
Targeted group and individual speak and language interventions	Employing additional staff to support interventions
Alice Sharp project and collections to inspire talk	Staff training, development of collections to be used in key group learning times
Tales Toolkit	Purchase the Tales Toolkit resources, 5 sessions of staff training, children support during key group learning time
Loan of home learning resources	Purchase of additional resources
Support for transitions	Employment of additional staff to support settling in and transitions to primary school
Additional support for vulnerable children/families	Cover for staff to attend meetings, support for lunch club

Impact of Interventions

The interventions are monitored throughout the year. Termly children's progress meetings focus on outcomes for individual children. Progress and attainment is tracked through assessment processes. Meetings with each child's key person and the evidence in individual learning journals as well as information from regular assessments are used to measure the impact of the interventions.

Overall Impact:

The large majority of the older children accessing EYPP funding in 2017- 2018 made typically expected progress or more in all areas of learning. Attainment was either the same or greater for this group of children in all areas of learning. There was a 12% increase for this group of children in attainment in literacy compared to the previous year and a similar increase in attainment in communication and language.

The large majority of children receiving EYPP made expected progress or beyond in all areas of learning. This was due to the interventions below.

Intervention	Impact
Wellcomm screening and individual/group interventions. Targeted group and individual speech and language interventions	All children accessing EYPP funding increased screened as green at the end of the year. Most children reached expected levels of development and all children made expected progress with many making accelerated progress
Alice Sharp Project	Increased in children's range of vocabulary and in confidence
Tales Toolkit	Children observed making up their own stories, an increase in children's understanding of story structure and children using words such as 'character', 'problem' and 'solution.'
Loan of home learning resources	.Parents fed back to their child's key person that their children were motivated to loan resources and enjoyed using them with parents at home
Support for transitions	Children's wellbeing increased after they were supported during settling in sessions. Feedback from parents demonstrated that they liked the gradual approach to settling in and the help from staff. Many commented that they felt their child quickly became settled and confident in nursery. Parents and children felt more confident about the transition to primary after visits with staff to their new school.
Additional support for vulnerable children/families	Children and families supported in a variety of ways through work with other

	agencies. This included better attendance at school and an increase in children's emotional well-being..
Staff training: Alice Sharp project Tales Toolkit training	Observations of staff show increased support and opportunities for sustained shared thinking. Increase in talk and quality conversations between adults and children