

## **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.

# Report to Parents

## Overview of the funding for 2019 - 2020

Number of Children and Early Years Pupil Premium Funding Received	
Total number of children on roll	
Autumn	80
Spring	84
Summer	84
Number of children eligible for EYPP Autumn	16
Number of children eligible for EYPP Spring	18
Number of children eligible for EYPP Summer	19
Amount of EYPP received per child (full year)	£302
Funding received from Autumn to the end of the summer term	£6725.70

Priorities for EYPP spending
<ul style="list-style-type: none"> <li>➤ To identify and support children's Communication and Language needs.</li> <li>➤ To support and develop children's Personal, Social and Emotional development</li> <li>➤ To support children's emotional well-being</li> <li>➤ To develop a love of learning through outdoor experiences</li> <li>➤ To support and develop children's speech and language</li> <li>➤ To support parents to help their children's development through home learning</li> </ul>

Monitoring of EYPP spending
<ul style="list-style-type: none"> <li>➤ Children's progress – termly and yearly analysis of the progress of children accessing EYPP funding across all areas of learning and development</li> <li>➤ Governor visits and feedback by EYPP Governor</li> <li>➤ Head's reports to the Governing Body</li> <li>➤ Hertfordshire School Improvement Partner (HIP) monitoring visits</li> </ul>

Nature of support	
Forest School	Two members of staff one day a week
Nurture group	Two members of staff one day a week
Home learning – group bears	Maintaining resources
Cooking	Resources
Home learning packs	Activities and games to support home learning during lockdown

## 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:**

At the end of Spring term as the school closed due to Covid-19;

Children who were in receipt of EYPP funding

56% reached age related expectations in Maths

61% reached age related expectations in Communication & Language and Literacy

67% reached age related expectations in Physical development, Personal, Social and Emotional development, Understanding the world and Expressive Arts and Design.

78% of children accessing EYPP made typically expected progress or better in all areas of learning.

Intervention	Impact
Forest School	Learners at Arlesdene Forest School have shown good progress throughout the key areas of learning in the Early Years Curriculum, particularly communication, physical development and understanding of the world. Much of the learning for children came as a result of opportunities to test their own abilities in a real life context and routinely reflect on experiences. Unique experiences included cooking on a fire, making paint from charcoal and constructing an assault course from found natural objects.
Nurture group	The children who attended 'Little Acorns' made progress in many areas, mainly increasing their confidence which then gave them the ability to access and participate in the larger Nursery setting, especially their group times. This is due to the trust they established with the adults
Home learning – group bears	The bears are a real hit with the children and the children love having the opportunity of the bear coming to their house. Children are confident to share their experiences and talk about

	<p>this with their peers at group times. This in turn has enabled the promotion of children's speech and language skills, listening to others and turn taking.</p>
<p>Cooking</p>	<p>Cooking provides exciting opportunities for learning across the curriculum. It is popular with the children and though some may be unsure at first, they quickly gain confidence and are eager to take part. The children cook in a small group, with each child having their own apron, bowl, utensils and ingredients, so that they are able to experience the whole process. They become familiar with different ingredients and observe how they change when mixed and cooked. We encourage the children to talk about the process, developing their vocabulary and make links to their previous experiences, for example "Granny makes this." The children learn to follow a simple recipe, with photos and they measure using cups and spoons and it is lovely to see how these experiences are repeated in their role play in the nursery, making a pizza with play dough for example. Cooking provides opportunities to develop their fine motor control as mixing and kneading strengthens their hand muscles. They have ownership over what they cook and they are able to make decisions about the shape of their bread roll or the choice of topping for their pizza. It is a joy to see the children proudly showing their families what they have made and we hope this introduction will have a lifelong impact.</p>
<p>Home learning packs</p>	<p>As school closed, packs were made and delivered to the children to support their home learning. Packs included games, number cards, dominoes, pencils, paper, books and scissors. Feedback was provided by parents</p>