

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 2020 - 2021

Number of Children and Early Years Pupil Premium Funding Received	
Total number of children on roll	133
Autumn	74
Spring	98
Summer	107
Number of children eligible for EYPP Autumn	21
Number of children eligible for EYPP Spring	21
Number of children eligible for EYPP Summer	30
Amount of EYPP received per child (full year)	£302
Funding received from Autumn to the end of the summer term	£7858.97

Priorities for EYPP spending

- To identify and support children's Communication and Language needs.
- To support and develop children's Personal, Social and Emotional development

Monitoring of EYPP spending

- Children's progress – termly and yearly analysis of the progress of children accessing EYPP funding across all areas of learning and development
- Governor visits and feedback by EYPP Governor
- Head's reports to the Governing Body
- Hertfordshire School Improvement Partner (HIP) monitoring visits

Nature of support

Wellcomm	Subscription to Wellcomm Toolkit
Forest School	Two members of staff one day a week
Home learning packs	Packs made and delivered during lockdown
Recipe Bags	Recipe bags, with recipe card, ingredients and video on Youtube of how to make Carrot Soup & Oaty Pancakes
Nurture Group	Two members of staff two sessions a week
Home learning bears	Maintaining resources
Individual activities	Individual resources bought matched to children's needs and next steps and used during Treetops time in Pre-school

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:

Intervention	Impact
Wellcomm	<p>All children have been screened using the toolkit. Any children identified as being below age related expectation for language are monitored. Individual targets are identified and shared with Key People. Any children needing further input are referred to the speech and language drop in sessions. Due to COVID restrictions, these are telephone appointments only.</p>
	<p>Spring Term</p> <p>Key People continued to work on children's individual targets. For those that attended school, activities were carried out face to face. For those children who were home schooled, activities were shared with parents and also carried out in daily zoom lessons.</p>
	<p>Summer Term</p> <p>All Key People continued to work on children's individual target's during the continuous provision and during group times.</p> <p>A WellComm report was created listing the EYPP children who were having interventions. The report also showed scores for those who have been re-assessed. The report showed that 56% of EYPP children scored red on their first assessment (October 2020) compared to 44% for their second assessment (June 2021). This also meant there was movement for those</p>

	<p>scoring amber. 44% of children scored amber for their first assessment compared to 56% for their second assessment. Both show that the children have progressed since their first assessment and whilst having WellComm intervention. The intervention has seen a benefit for our EYPP children who also use EAL, since having their first and last assessments. The report shows 83% scored red on their first assessment and 50% on their last.</p>
<p>Forest School</p>	<p>The Forest School leader has divided the children into groups to ensure that all children eligible for EYPP have access to Forest School. After initial observations, a termly plan is created based on the children's needs, interests and ability. Children's progress and attainment is monitored throughout the term.</p> <p>Spring term</p> <p>Forest School was unable to take place, yet activities that parents could do with their children were shared via social media platforms and a 1000 hours' challenge was set. This encouraged families to maximise time spent outdoors. Families were invited to share their hours via social media and when completed the school will take part in a whole school Forest School day.</p> <p>Summer term</p> <p>Small groups of children in Forest School sessions have provided children with a safe and nurturing framework to investigate the natural world and take risks. We've seen progress in children's social confidence and communication, physical development and understanding of the world, despite disruptions to the continuity of a long term program due to COVID. Through following the children's interests, we have seen them become excited to engage, explore and invite others into their play. We have modelled and encouraged emergent behaviour conducive to success, such as team work, sharing, reflecting, discussing a</p>

	<p>disagreement and choosing to stay calm when a situation becomes frustrating. Skills we hope to become a building block for lifelong success and a special relationship with nature.</p>
<p>Home learning packs</p>	<p>In January another National Lockdown was declared, schools closed yet Nursery schools remained open. However, many families chose not to send their children to school. For children who were eligible for EYPP home learning packs were delivered. These contained games, number cards, dominoes, pencils, paper, books and scissors. Children were invited to daily zoom sessions and regular contact was made by each Key Person.</p>
<p>Recipe Bags</p>	<p>Recipe bags were created and hand delivered to children in receipt of EYPP. This was to encourage hands on learning for parents and children. A video of how to make carrot soup was shared via secure school YouTube channel. Parents were invited to share their experience via email or Facebook.</p> <p>Summer Term Recipe bags for Carrot and lentil soup, Oaty pancakes and Blueberry muffins were given to parents at the end of Spring term and May half term. The impact has been that the children have been able to come back in to school after making them at home and talk about it to their peers and to adults. They have been able to give detailed explanations and use new vocabulary, therefore having an impact on both CL and UW areas. One child said “Do you remember when you gave me the ingredients for carrot soup?”</p> <p>The children were able to bring their experiences in to their play and role playing making soup and muffins inside in the home corner and outside in the mud kitchen. When we supplied carrots in the mud kitchen, a child said, I will make carrot soup. I know how to chop the carrots. My mummy showed me. You have to be careful of your fingers” – Therefore impacting on both physical and EAD areas of learning. They have also commented on if the carrot pieces were too big and exclaimed “They need</p>

	<p>to be smaller” impacting on mathematical development.</p> <p>The children have been collaborating making soup in the mud kitchen and this had impacted on their PSED, working together to chop the carrots and put in the large pan.</p> <p>There has been engagement from the parents with parents sending in photos of them and their children cooking together and comments on how much they have enjoyed doing this at home.</p> <p>Pre-school children - The families thoroughly enjoyed the cooking bags, parents shared their photos of them taking the time to cook with the ingredients, with children being exposed to lots of new, rich language. The impact could clearly be seen from the children progressing across all areas of their learning, while having quality time with special people in their lives, playing, having fun, and growing in confidence.</p>
Nurture Group	<p>Summer Term</p> <p>The children who attended Little Acorns this year have made progress despite the fact it has been short due to COVID.</p> <p>The progress they have made is mainly in PSED, Physical (self-care) and C&L for example:</p> <ul style="list-style-type: none"> • Turn taking • Learning through play being modelled in small groups with an adult • Becoming more confident in new situations • Trying and tasting new foods • Meaningful interactions with adults and peers • Listening, thinking and sharing their thoughts. • Understanding their feelings <p>This progress has been noticed within the larger nursery setting and with their parents, we have had some lovely</p>

	<p>feedback from some parents, commenting on how they have seen a difference within their child.</p>
Home Learning Bears	<p>Summer Term</p> <p>The bears were able to be sent home in the summer term as restrictions eased. The children were excited to take the bears home and once back in their key group they were able to share their experiences from home, developing their language skills. The children developed their sense of belonging when being able to link their home life to school, developing their PSED.</p>
Individual activities	<p>Summer Term</p> <p>The funding for Pre-school children allowed each child to have some extra time out of the main room with just their key person, or being supported to take turns with another child or a small group, playing with brand new resources that had been bought with their interests in mind to support a gap in their learning.</p>