

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 has 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 which is given out when their child joins our setting, allowing us to claim the funding for all eligible children. Eligibility is checked simply using a parent/carer's National Insurance number.

[Click here to view the EYPP parent leaflet](#)

Report to Parents 2015-16

Overview of the funding for 2015 - 2016

Number of Children and Early Years Pupil Premium Funding Received	
Total number of children on roll	125
Total number of children eligible for EYPP	Autumn – 12 Spring - 21 Summer - 27
Total amount of funding received for this school year	Autumn - £1446.90 Spring – £1836.45 Summer - £2170.35 Total – £5453.70
Nature of Support and Expenditure 2015-16	
Area of Need – Communication and Language Provision <ul style="list-style-type: none"> • Teacher/Early Years Practitioner led targeted interventions: • Individual support and small group work to support speech and language • Music groups • Cooking groups • Wellcomm Screening 	£2,500.00
Area of Need – Literacy and Maths Provision <ul style="list-style-type: none"> • Home learning resources • Parent/Carer workshops • Cooking groups, staffing and resources • REAL (Raising Early Attainment in Literacy) project • Core story books and props • Staff training 	£2153.00
Area of need – Personal, Social and Emotional Development Provision <ul style="list-style-type: none"> • Lunch club and additional care • Individual support for children settling in and PSED • Support for vulnerable children/families 	£800
Total amount of EYPP received September 2015- July 2016	£5453.00

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.

Impact:

All children accessing EYPP funding made typically expected progress or more in all areas of learning

Communication and Language

The number of children working at typical levels of development for their age or higher increased by 13% from September 2015 to July 2016. Children's vocabulary increased and their communications with both adults and children. They also spoke more confidently.

Literacy and Maths

There was an increase of 27% in Literacy and 20% in Maths in the number of children reaching typical levels of development. Children showed a greater interest in mark making and writing. They were seen retelling stories and were able to recognise words that rhymed. Children were observed counting with confidence and recognising numbers in their play

Personal, Social and Emotional Development (PSED)

The number of children working at typical levels of development in PSED increased by 13%. Observations of children showed that their confidence and well-being increased, they were more independent, had a more positive attitude to learning and developed special friendships.

Parents said that they felt supported during times that were difficult for them and their family.

The attendance of children whose families were helped increased.

Support for home learning

Parents and carers were invited to attend workshops that gave them the opportunity to find out how they could further help their child's learning at home.

Attendance was as follows:

Writing - 23 parents

Transition - 12 parents

Letters and Sounds - 19 parents.

All parents accessed the home learning packs

Many of the parents said that as a result of the workshops, they felt more confident in helping their child's learning at home. Parents demonstrated commitment and involvement in their child's learning. For example, as a result of a child enjoying the cooking activities at nursery, photographs were used to make a recipe book which the parent used to cook with him at home. Another parent bought some of the story books shown at the workshop and shared these with her child, others were motivated to borrow resources and change them each week.