

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

Report to Parents 2016-17

Overview of the funding for 2016 - 2017

Number of Children and Early Years Pupil Premium Funding Received	
Total number of children on roll	
	Autumn 52
	Spring 73
	Summer 76
Number of children eligible for EYPP Autumn	16
Number of children eligible for EYPP Spring	20
Number of children eligible for EYPP Summer	24
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 2016-17
<ul style="list-style-type: none"> ➤ To develop children's speech and language ➤ 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 speech 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

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
Cooking and music groups	Employing additional staff to support group twice a week
Musician and storyteller	2 sessions with the musician and story teller to support children's speech, language and literacy
Parent work shops	Cover for staff leading the workshops
Open sessions to support learning at home	Employment of additional staff to talk to parents during the sessions
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 2016- 2017 made typically expected progress or more in all areas of learning. All children in the younger age group made typically expected progress or beyond in all areas of learning.

71% of older children achieved at least expected attainment in communication and language and 100% of younger children.

79% of older children achieved at least expected attainment in personal, social and emotional development and 100% of younger children.

Almost all children made expected progress or beyond in communication and language and personal, social and emotional development, many making accelerated progress. This was due to the interventions below.

Intervention	Impact
Wellcomm screening and individual/group interventions. Targeted group and individual speak 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
Cooking and music groups	Increased in children's range of vocabulary and in confidence
Musician and storyteller	Children observed making up their own stories and telling these to adults
Parent workshops and open session Loan of home learning resources	Workshops for 'What to expect when..', maths, letters and sounds took place. There were open sessions in nursery for storytelling and writing. Feedback from parents showed that they all felt they had learnt more about supporting their child's learning at home. Parents and children motivated to loan resources
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: ELKLAN speech and language course for 2 staff Whole school research project to support sustained shared thinking Adult and child interactions	Following the completion of the ELKLAN course the two staff supported speech and language interventions Observations of staff show increased support and opportunities for sustained shared thinking. Increase in talk and quality conversations between adults and children