

Early Years Pupil Premium

The [Early Years Pupil Premium \(EYPP\)](#) is additional funding for Early Years settings and schools to improve the education they provide for disadvantaged 3 and 4 year olds

Further information can be found at

<https://www.gov.uk/guidance/early-years-pupil-premium-guidance-for-local-authorities>

<u>Pupil Premium Summary</u> <u>2014/15</u>						
<u>Objective: to narrow the attainment gap by accelerating rates of progress for pupils in target cohorts</u>						
<u>School</u>	<u>Funding</u>	<u>Lead</u>	<u>Pupil information</u>	<u>Numbers</u>	<u>Action plan</u>	<u>Cost</u>
Whitnash Nursery School	Su:£516.75	Rachel Gillett	5 children	2 Boys 3 Girls	Additional home school learning packs	£516.75

EYPP was introduced this term and funding arrived very late, it was decided that the timeframe for work within School was limited and the best use of funding on this occasion would be the provision of home' school packs that contained a selection of reading books, number cards and small counting boxes. Alongside we used the Early Education guides for Parents to support appropriate age related learning at home in the aspects of mark making, number and language development.

Impact: 4 children completed FS1 and 1 returned to complete FS1 2015/16. FS2 results for this cohort were very good and 78.6% achieved a Good Level of Development, exceeding national and local averages. All 4 achieved their Good Level of Development.

Pupil Premium Summary
2015/16

Objective: to narrow the attainment gap by accelerating rates of progress for pupils in target cohorts

<u>School</u>	<u>Funding</u>	<u>Lead</u>	<u>Pupil information</u>	<u>Numbers</u>	<u>Action plan</u>	<u>Cost</u>
Whitnash Nursery School	<u>A: £516.75</u> <u>Sp: £174.90</u> <u>Su: 206.70</u> <u>Total:</u> <u>£898.35</u>	Rachel Gillett		<u>2Boys</u> <u>3 Girls</u>	Direct work with Specialist Artist thought project	The funding is used to purchase additional specialist time for direct targeted work

Funding this year was used to buy additional resident artist time as early observations and ongoing research had indicated that this form of open ended and creative exploration, carefully planned and developed by the experienced and specialist 'additional' adult supported self esteem and enabled children to develop a positive and open approach to learning 'opening their eyes to learning'. The work is both verbal and non verbal and highly inclusive. We targeted the work 'inviting' children.

Impact:

We noticed children we were expecting to invite had already become drawn to the experience, initially observing but quickly becoming actively and creatively involved with the resources beside the artist. His careful work and 'noticing' of the children and the responsive way in which he then provided more materials or encouragement quickly meant that the children were increasing the time they stayed. As the year developed the children would stay for prolonged periods working with materials increasingly confidently. Keyworkers were able to see how this then translated into an increased confidence to access more 'formal' learning experiences.

FS2: Results for his cohort were 70.5% for Good Level of Development, roughly inline with the national average of 71%. All 3 children who qualified for EYPP and completed FS2 in 2016 attained their Good Levels of Development. (GLD)

Pupil Premium Summary
2016/17

Objective: to narrow the attainment gap by accelerating rates of progress for pupils in target cohorts

<u>School</u>	<u>Funding</u>	<u>Lead</u>	<u>Pupil information</u>	<u>Numbers</u>	<u>Action plan</u>	<u>Cost</u>
Whitnash Nursery School	<u>A:£333.90</u> <u>Sp:£516.75</u> <u>Su: not yet received?</u> <u>Total:</u> <u>£850.65</u>	Rachel Gillett		<u>2 Boys</u> <u>3 Girls</u>	Direct work with specialist artist through project & Child Psychotherapist	The funding is used to purchase additional specialist time for direct targeted work.

Funding this year will also be used to allow additional time for Resident Artist and the work became further targeted and developed with the creation of a space, the Atelier. In addition we were also aware that each child need to be considered and that as very particular support issues arose we may need to tailor further our spending and so this year also allowed the flexibility of buying specialist time through the child psychotherapy research project we re-established one day per week this year. From within this group of children, 1 child received direct work with the child psychotherapist as links with Mum indicated some very resistant behaviours were occurring at home with the potential to create barriers to learning at School. The work occurred directly with Mum and through observations of child, with some direct interventions in School and advice to Keyworker and significant impact was observable.

Impact: At the end of FS1 the 2 children who completed their Nursery Year were both attaining at age related expected levels. 1 child left at a mid point and we do not have a final summer attainment result for him. 2 children remain in Nursery and will complete their Nursery year, FS1, 2018.

Pupil Premium Summary

2017/18

Objective: to narrow the attainment gap by accelerating rates of progress for pupils in target cohorts

<u>School</u>	<u>Funding</u>	<u>Lead</u>	<u>Pupil information</u>	<u>Numbers</u>	<u>Action plan</u>	<u>Cost</u>
Whitnash Nursery School	<u>A: £556.50</u> <u>Sp: £556.50</u> <i>est.</i> <u>Su: £723.45</u> <u>Total:</u> <u>£1,836.45</u>	Rachel Gillett	<u>5 children entered as this cohort and 3 entered who will become part of the 2018/19 cohort.</u>	<u>2 Boys</u> <u>3 Girls (1 CPLA)</u> <u>Summer term</u> <u>5 girls</u> <u>2 boys</u>	<u>Direct work with specialist artist through project & use of child psychotherapist</u>	<u>The funding is used to purchase additional specialist for targeted work with children and families.</u>

This funding supported direct work for the children with the resident artist working with open-ended materials, exploring creativity and expression. It also supported direct work with the child psychotherapist for one of the children/families and indirect advice to the staff team to support 4 others.

Impact: In autumn data 2017 100% of the EYPP children were working below age related expected levels in PSED, listening and attention, literacy and number. With 80% below in other aspects of learning. By summer 2018 60% were at expected levels in PSED and across most areas of learning, in some aspects, self confidence and self awareness and health and self care 80% reached expected levels at the end of FS1.

Pupil Premium Summary

2018/19

Objective: to narrow the attainment gap by accelerating rates of progress for pupils in target cohorts

<u>School</u>	<u>Funding</u>	<u>Lead</u>	<u>Pupil information</u>	<u>Numbers</u>	<u>Action plan</u>	<u>Cost</u>
Whitnash Nursery School	<u>A: £445.20</u> <u>Sp: £524.70</u> <u>Su: £ 516.75</u> <u>Total:</u> <u>£1,486.65</u>	Rachel Gillett	<u>4 children within the 2018/19 cohort and 1 child who has entered for 5 term place who will be part of 2019/20 cohort.</u>	<u>2 Boys</u> <u>3 Girls</u>	<u>Direct work with specialist artist through project & use of child psychotherapist</u>	<u>The funding is used to purchase additional specialist for targeted work with children and families.</u>

I child has received support via therapeutic work with the child psychotherapist for a 6 week block. In addition Mum has accessed 4-6 sessions with the CP. The other 4 children have accessed work with the artist in residence, using the atelier space to work creatively and express their thoughts and ideas as confidence built. I child within this group was also monitored via the 'children's meetings' system to ensure she was considered and supported during a period of change in home circumstances.

Impact: In the Autumn term the data showed all 4 children accessing EYPP were displaying skills below their expected developmental age range in all areas of learning. For one child this was significantly below. In the Spring we could evidence 2 of the children moving into the range of expected levels of developmental skills across a number of aspects. Particularly PSED, with confidence and self esteem growing in response to the 'creative work'.