

Whitnash Nursery School Early Years Pupil Premium Report 2021/22

Early Years Pupil Premium (EYPP) is additional funding giving to Early Years settings to improve the opportunities and learning experiences of 3 and 4 year old children who may be at a disadvantage because of economic or other reasons. We therefore carefully consider the individual needs of each child (and starting points) and then make spending decisions based on their individual needs. Personal, emotional and social needs are always given high priority so the child is ready to learn. We also try to use the funding to broaden the range of experiences the children have access to. We aim to use the funding to narrow any gap in attainment and progress between children who are eligible for EYPP and their peers. Children's individual learning needs will change throughout the school year, and we ensure any planned intervention reflects this, by carefully scrutinising any data, and setting short term targets which are evidenced through observations, assessments and meetings with parents/carers and Nursery School staff.

Whitnash Nursery School					
			Autumn	Spring	Summer
Academic year	2021/22	Total Number on role	56	80	93
		Percentage of children eligible for EYPP	9 children	14 children	13 children
		Budget for EYPP	£1001.70	£1224.30	£15621.00
		Total EYPP Budget	£3747.00		

This represented 15 different children across the year.

Initial Observations and Identified Barriers to Learning.

Children, this year, struggled to develop independent skills and we did not initially see expected progression of skills developing. They engaged in repetitive play that did not progress without specific adult support and modelling. They required additional support and structure so the pattern of our usual sessions were changed. Skill progression work was established and led by keyworker under direction of Teacher. Some of this work was also led by the child psychotherapist we commissioned for work to close gaps and support individual work to reduce individual barriers to learning. 6 of the children who were eligible for this funding had recognised, or undiagnosed, SEND and school worked with those families through a series of meetings and links to wider professional support in addition to the work listed here.

Responses, Costs and Impact:

Issue/Barrier	Response	Costs	Impact
Home /school support and parental engagement in child's learning	Additionally resourced home school boxes with additional turn taking games for home.	£8 per child £112	All children had resources at home that allowed them to take part in all home school learning
Support to respond expressively developing a skill progression in the use and response to materials that children could all access and increasingly articulate.	Planned time working with resident artist with an offer of resources Play project advised upon by child psychotherapist	£150 per day x 14 £2,100	All children accessing EYPP worked directly with the resident artist. This aspect also provided sensory exploration and supported 6 of the children who accessed EYPP and also had SEND needs. Eg, the artist explored impact with a small group of children with ADD because that was their initial fascination.
Additional resourcing for levelled play and skill progression work	Additional resources for each group to target most vulnerable in mark making and problem solving	£375 spent on puzzles, large rolls of paper etc for structured =£375	The puzzles were particularly successful and became a first go to for many of the EYPP children. Problem solving activities also developed self esteem

<p>Consultation time with child psychotherapist</p>	<p>Liase of presenting barriers to learning, reflection time to plan and discuss needs with the team and to guide an appropriately responsive approach.</p>	<p>£40 per hour. X 27 hours (9 termly) £1080</p>	<p>This work was key as the hour a week reflection in detail about EYPP children and their responses and barriers to learning as part of the wider cohort was essential in ensuring we targeted our support and general approach quickly and purposefully in response to needs as they presented themselves.</p>
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Total spend £3667

Closing the Gap:

Of the 15 children, 7 achieved their expected milestones. 6 with SEN did not achieve expected milestones because of underlying needs but we could evidence progress for all of the children. 2 left before the year ended