

## Parklands Nursery School

### Early Years Pupil Premium 2020-21

Early Years Pupil Premium was introduced for 3-4 year olds who access state funded early education to enhance and support children in order to improve their outcomes. Eligible children receive an extra 53p per funded hour (15 hour entitlement). Funding is given directly to the nursery. This report outlines how Croyland Nursery School has used the funding to raise the achievement of all disadvantaged children for the current academic year 2020-2021.

#### **Needs identified: through observation and assessment in 3-4s. Area of Learning and Development:**

- Communication and Language development (expressive and understanding), and extension work in the 3-4s and listening and attention main focus in the 2-3s.
- Personal, Social and Emotional development (managing feelings, thoughts, emotions and behaviours) – family support with home circumstances and relationships.

Targeted work: To gain confidence and ability in speaking and in self-confidence within the nursery was a specific target.

<b>Academic year: 2020-21</b>	<b>Total EYPP:</b> Monies received-£302.00 per pupil, total £1,376  <b>EYPP spent:</b> Family support- 7 hrs a week £4,000 Provided snack- £2.75 contributions per week £665 -X 1 Nursery practitioner 1 hr per day for additional interventions- SEND, C&L, one to one support.
<b>Number of children eligible for EYPP:</b> Number of children eligible-7 5 received family support	<b>Target Expenditure:</b> <ul style="list-style-type: none"> <li>• Providing enrichment activities to support targeted work and identified needs</li> <li>• SEND- (send support) and family support</li> </ul>
<b>Some recognised barriers:</b>	<b>Main Aims:</b>

<ul style="list-style-type: none"> <li>• Parental engagement, support at home and educational aspirations – building relationships with parents to engage in parenting support/access to other services.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure all children receiving EYPP make expected (appropriate) progress based on their starting points</li> <li>• To ensure that children who need to make accelerated progress are identified and interventions are put in place</li> <li>• To narrow the gap between children’s attainment</li> </ul>
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Desired outcomes	Arrangements	Rationale for this	Implementation	Evidence and review
For children to be settled and happy at nursery and to receive support with their learning and development, to reach their potential	<p>Improve attendance of children in receipt of EYPP funding by continued discussions with parents/carers</p> <p>Family Support identified families by providing referrals to agencies that can support with home conditions.</p> <p>Nursery practitioner interventions- one to one support</p>	<p>Consistent attendance supports children’s outcomes Engaging with parents/carers will improve attendance and support children’s achievements</p> <p>Hierarchy of needs- children must have their basic needs met in order to thrive</p> <p>Safety of child and to provide specialist support in building positive attachments</p>	<p>Family Support worker to provide support and identify families in need. 7 hrs per week.</p> <p>One to one support- assessments, planning of interventions and specialist support.</p>	<p>Observations of children’s well-being and involvement. Children more settled and positive attitudes towards learning when attending regularly.</p> <p>Covid restrictions limited events but regular telephone consultations held to discuss concerns/barriers and children’s progress</p> <p>Limited through Covid restrictions but parents supported through EHA’s and meetings with FSW</p> <p>Very good progress in children’s personal, social and emotional development. One child-</p>

				referral to community paediatrician SALT and high needs funding.
Improve children's language comprehension and speaking skills	Nursery Practitioner providing language based games and enhancements for children identified with delays	Early identification and targeted support within nursery will accelerate children's development that have been identified has delayed in C&L and speaking. Language skills will support progress and learning in all other aspects.	X 45 mins per session x 3 days- 1 Nursery Practitioner completing assessments, planning and leading intervention for two children.	2 of the children accessed this intervention and made accelerated progress in their communication and language development as well as their well-being/involvement. One child left working in the 40-60 age band as developing.

Average attendance of EYPP children at end of year £95%

**Average level of well-being and Involvement for EYPP children- 19 going to School**

	Baseline	End of yr
<b>WB AND INV</b>	<b>Amber or Red- 5 Green- 3</b>	<b>Amber- 3 Green -5</b>

**Progress across the year**

- 5 of the 7 children transitioned to school with three working in the age related 40-60 age band.
- One child transitioned with an effective supported plan in place to ensure continuity of support in school.
- 6 of the families receiving family support, four cases were closed and stepped down to universal level.