

Birchfield Nursery School

Pupil Premium Policy and Statements

Background

The Early Years Pupil Premium (EYPP) started in April 2015 and is given to early years providers who are delivering the funding entitlement for 3 and 4 year olds. The funding equates to up to £300 per year for each disadvantaged child who meets the eligibility criteria.

Children will be eligible if they are 3 or 4 years old and receiving government-funded early education in any provider, and if their parents are in receipt of 1 or more of the following benefits, which are the benefits used to access eligibility for free school meals:

- Income Support
- Income –based Jobseekers Allowance
- Income related Employment and Support Allowance
- Support under part 6 of the Immigration and Asylum Act 1999
- the guaranteed element of State Pension Credit
- Child Tax Credit (provided they're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run –on paid for 4 weeks after they stop qualifying for Working Tax Credit
- Universal Credit

Or if they have been

- looked after by the local authority for at least 1 day
- have been adopted from care
- have left care through special guardianship
- subject to a child arrangement order setting out with whom the child is to live (formerly known as residence orders)

Objectives

Our main objective is to use the EYPP to narrow the gap in achievement for children at Birchfield Nursery School and prepare our children for the transition into primary school as good learners.

Evidence shows that children from less advantaged backgrounds can start school 19 months behind their peers, but that good quality childcare can reduce this gap and have a significant benefit in terms of a child's development.

Children who receive good-quality early years education go on to earn around £27,000 more during their career compared to those who don't, and are also likely to do better at school – the equivalent of 7 GCSE grades at grade B compared to grade C.

We want all our children to build really strong foundations for future learning and success in life.

Strategies

The strategies we will use to do this may vary depending on the cohort of children receiving EYPP. We will focus on the Prime areas in the EYFS and put in additional targeted provision in areas that the children are coming in at below age expectations. We also believe that focusing on the individual's characteristics of effective learning will support our disadvantaged pupils and ensure they are able to reach their full potential and so close the gap.

Some of the strategies we may use are-

- funding an additional trained adult to support learning through play with a focused objective
- enabling a qualified teacher to have specific time with focused children to develop learning strategies
- additional support around communication, speech and language
- Specific training around emotional well-being and PSED for key staff (SEAL)
- Training for all staff around sustained shared thinking
- Additional resources for literacy and maths to support specific learning objectives
- Peer massage training – improve mental health and relaxation
- Schema training and input to support individual children's interest and raise self esteem

Outcomes

We will carefully monitor all children throughout their time at Birchfield Nursery to ensure they are making good progress in all areas. Pupil premium pupils will be monitored as a separate group when we analyse data to compare the progress they make against other children in the nursery. We can also compare data with other local nursery schools in Halton and look at best practice.

Collating observations happens on a daily basis in the nursery to record children's learning and to inform next steps. Data is input and analysed by the senior management team termly to be able to look at specific groups, different areas and expected levels of progress. We want our EYPP children to make outstanding progress during their time at Birchfield.

Progress is discussed at staff meetings and reported to the governors on a regular basis. Individual's progress is discussed with parents and reported on more formally at the end of their year.

Report to Parents/Governors 2015-2016

Number of pupils and EYPP grant received	
Total number of pupils January 2016	130
Total number of pupils eligible for EYPP	6
Amount of EYPP received	Autumn term – £402 Spring Term - £604 Summer Term – £604 (estimate) Total £1610

Barriers to Learning

Identified areas around emotional well-being, barriers to learning – quiet, unconfident and unable to make own voice heard. Small group of girls identified.

Economic barriers for families, not asked for contribution to rugby sessions.

Objectives for spending EYPP 2015-2016

After looking at EYFS baseline data on children who can access funding, we feel that PSED is an area to focus on specifically self-confidence and self –awareness.

1. Support children to become effective early learners and independent thinkers
2. Raise each child's self -esteem and confidence within an educational setting
3. Develop each child's emotional well-being and resilience within a safe and happy setting

How used our EYPP grant 2015-16.

Additional TA hours to target PSE support for individual children	£30.93 per 3 hour session 15 sessions per term (£463 per term) Total 2 terms -£927
Training for individual staff	Peer massage Training – 2 days £300
Yoga teacher for children – 2 days	£225
Mini Rugby sessions (for 6 EYPP children)	£144
Emotional well-being resources	Toys, sensory objects, books £14
Total	£1610

Pupil progress for 2015-16

Area of learning	Below expected	Expected progress	Better than expected
Making Relationships	25%	50%	25%
Self – confidence and self-awareness	<u>50%</u>	50%	
Managing feelings and behaviour	25%	75%	
Moving and Handling		75%	25%
Health and self-care	25%	50%	25%
Listening and attention		75%	25%
Understanding		75%	25%
Speaking		100%	
Reading	25%	50%	25%
Writing	25%	50%	25%
Number		50%	50%
Shape space and measure		50%	50%
People and communities	25%	50%	25%
The world		75%	25%
Technology	25%	50%	25%
Exploring media and materials	25%	50%	25%
Being Imaginative	25%	50%	25%

Review date

Termly in line with new intake and entitlement.

- September 2016
- January 2017
- April 2017.

Pupil Premium Statement to Parents/Governors 2016-17

Barriers to learning.

7 children received Early years Pupil premium funding this year.

Barriers to learning for these children were identified as emotional, physical and economical.

One child was identified on entry with a lower baseline in maths and shape, space and measure.

Early funding was to support every child settling in to the nursery and help early concentration and attention within adult led sessions. Additional staffing was required for some afternoon sessions to support the cohort of children and ensure EYPP children had additional access to 1-1 support and emotional well-being with their key carer.

An additional child of higher level ability but came in with very low baseline would be supported through enhanced provision funding and some EYPP to ensure 1-1.

Autumn term (5 children) 90hrs@0.53p x 12.666wks £604.17	Total EYPP - £2,215.33 £150 Maths resources £200 towards sensory toys, fiddle toys, short span sand timers to increase concentration and attention.	Improve progress with maths and shape, space and measure. Resources to help children start to engage in key carer time as part of a larger group. Develop social skills, making friends, sharing and taking turns.
Spring term (7 children) 120hours@0.53px12.666wks £805.58	Ear defenders and wobble cushion. £1,059.75 towards additional member of staff for the afternoons to increase adult/child ratios and free up teaching staff to support small group, 1-1 learning during continual provision.	
Summer term (7 children) 120hours@0.53px12.666wks £805.58		

Funding used for	Impact
Maths resources – child to catch up with peers in Maths. £150.00	Child A – made 4 steps progress in Maths and shape space and measure and exit data was age expected (40-60) Overall progress – 80% above expected for number and 60% above for shape space and measure.
Sensory toys. £200 To support manipulative skills for child with physical needs. Fiddle toys, sand timers, sensory seats. To support children with attention and concentration and integrate into adult lead	Speaking and listening 60% of EYPP children better than expected progress

activities. Ear defenders. Wobble cushions.	
<p>Additional adult support during afternoon sessions to support children settling into groups. 2 girls to improve confidence and well-being.(N1 children)</p> <p>To support child with specific physical needs but high ability to work alongside 10 hour enhanced provision funding.</p> <p>Emotional well-being support for child with family changes, 1-1 support with anger management techniques when needed.</p> <p>Additional adult in ratios freed up key carer time to support children on 1-1 in continual provision sessions.</p>	<p>Child B -Average -4.8 steps progress across 17 areas.</p> <p>High levels of progress in making relationships, listening and understanding, writing, being imaginative.</p>

Pupil progress 2016-17

Area of learning	Below expected	Expected progress	Better than expected
Making Relationships		40%	60%
Self – confidence and self-awareness		60%	40%
Managing feelings and behaviour		40%	60%
Moving and Handling		80%	20%
Health and self care	20%	60%	20%
Listening and attention		60%	40%
Understanding		60%	40%
Speaking		40%	60%
Reading	20%	60%	20%
Writing		60%	40%
Number		20%	80%
Shape space and measure	20%	20%	60%
People and communities	20%	40%	40%
The world		60%	40%
Technology		80%	20%
Exploring media and materials		60%	40%
Being Imaginative		40%	60%

Review date

September 2017 – on receipt of confirmation of entitlement from Halton.