



Early Years Pupil Premium Strategy and Expenditure Statement

Autumn 2021 - Summer 2022

<u>Number of children and EYPP received</u>	
Total number of 3 and 4 year old children on roll	Autumn 2021 census- 27 Spring 2022 census- 38 Summer 2022 census- 42
Total number of children eligible for EYPP	Autumn 2021 - 6 Spring 2022 - 12 Summer 2022 - 12
Amount of EYPP received per child	Autumn 2021 - £111.30 (14 weeks in Autumn Term) Spring 2022 - £95.40 (12 weeks in Spring term) Summer 2022 - £95.40 (12 weeks in Summer Term)
Amount received termly	Autumn 2021 (0.53p per hour x 14 weeks (15 hours per week) x 6 children) = £667.80 Spring 2022 (0.53p per hour x 12 weeks (15 hours per week) x 12 children) = £1068.48 Summer 2022 (0.53p per hour x 12 weeks (15 hours per week) x 12 children)= £1144.80
Total amount received 2021-2022	£2881.08

Summary of EYPP Spending in the Academic Year 2021-22

Objectives

Our knowledgeable staff offer a stimulating and challenging environment to support the children's learning. We have been inspired by the 'in the moment' approach where staff work sensitively and offer support one to one for the children as they play and explore through experiences which they choose. We believe that this approach gives a personalised approach to all of our children. We plan more adult time with our children eligible for Early Years Pupil Premium as we know interactions, modelling language, supporting self-regulation and encouraging children to try something new and challenging themselves is best supported with more frequent adult support. We also offer individual support and group times tailored to the needs of our cohort and informed by our ambitious curriculum.

We knew from our initial assessments that some of the children who were eligible for the Early Years Pupil Premium this year as they entered our Nursery were not yet secure in the Prime areas of learning and for this group of children particularly in Communication and Language and Personal, Social and Emotional Development. Across the year 11 of the total 13 children eligible for the EYPP had benefitted from having a 2 year old place with us.

Two children were non verbal and showed social communication differences. Five of the children we identified would benefit from support with their confidence to face new experiences. Four of the children we identified needed additional support to manage and regulate their emotions.

Areas of support identified after initial assessments	Measurement of impact (area of learning, characteristic of effective learning, well-being and involvement scale)
communication, speech and language development	Wellcomm assessments progress
well-being and emotional resilience being able to manage emotions	Well-being and involvement scale, personal, social and emotional development Observations of being willing to 'have a go'

How have we used this money ?	Cost
1 to 1 / small group additional language input	Weekly language groups 13 days (1 extra day per child) Contribution to salary
Additional focus child time. Each key person spent more time with their children eligible for EYPP. This approach meant their key person can teach in the moment offering support and challenge on an individual basis	Key workers / Teacher spend additional time with children eligible 13 days (3 learning reviews a year – 1 extra than non EYPP eligible children) Contribution to salary
Offering small group walks in the community to support the children to feel comfortable with new experiences and the language development which also arises from these experiences.	Weekly small group walks to Friendly Fridays, the park, the shop and the library. 38 x 0.5 days Contribution to salary

Impact and Outcomes

Our focus on managing emotions, confidence, resilience, communication and language and early literacy were identified as priorities and our tracking shows we narrowed the gap for all children.

Monitoring, Assessment and Evidence

- Termly progress
- Termly well-being and involvement judgements
- Regular cohort monitoring
- Monitoring of assessments by the Headteacher and Nursery Teacher.
- Case studies
- Meetings with families
- **What we needed to do to support this work**
- Provide additional 1 to 1 time mainly with their key workers for children eligible to support development of language and confidence to try something new and cope with new situations
- Continue to organise small focused language groups.

Learning for next year

The additional key worker time has again proved effective in ensuring the children keep at least in line with their peers.

Our use of the small language WellComm groups was very effective in narrowing the gap with their peers so we will continue to use this strategy.

The combination of the EYPP funding and additional support from the Early Years SEN Panel can mean we can give children additional 1 to 1 support, for example modelling how to develop relationships.

We will widen the range of short walks we take children on to broaden their experiences to support language development.

As a staff we will continue to build on our knowledge of ways to support the language development of our children including learning from advice from Speech Therapists, taking part in ELKLAN training and a Pathways to Literacy Course.