

EYPP funding Plan – 27 children Autumn Term, Academic Year 2022-2023

What is the Early Years Pupil Premium?

From April 2015 we have been able to claim extra funding through the Early Years Pupil Premium to support children's development, learning and care. National data and research tells us that children eligible for free school meals tend to do less well. Early Years Pupil Premium will provide us with extra funding to diminish the difference.

The Early Years Pupil Premium provides an extra 53 pence per hour for three and four year old children whose parents are in receipt of certain benefits, which means an extra £302.10 a year for each child. (£302.10 per child per year for 570 hours)

We have 27 children eligible for Early Years Pupil Premium, so will receive approximately £8,156 this academic year.

The plan also takes into account the guidance from the 'Learning Together about Learning Project' commissioned by the DfE, which identifies three key areas where funding can be used effectively to support children:

- **Training** - Providing opportunities for staff to further develop their skills and knowledge about how children learn and strategies that can effectively target and support children's needs removing barriers to progress and achievement. Contributions to the funding of staff with specialist skills will enhance learning through modelling and sharing best practice.
- **Developing the home learning environment** - The EPPE and EPPSE projects identified the positive impact of the home learning environment on outcomes for children. Children make more progress when they are given opportunities to consolidate their learning and developing skills with the support of adults who are interested and supportive. We aim to support parents and their engagement in children's learning by providing lending libraries to promote and reinforce key skills for literacy and numeracy.
- **Widening life experiences for the child and family** - 'Children and families can sometimes have limited life experiences due to a range of factors such as poverty, limited knowledge or lack of transport. By extending these experiences a broader horizon opens up for these children and families, which can provide greater opportunities for children to learn and develop Early Education 2016'.

Future Barriers to Learning for EYPP Children

In School Barriers (to be addressed in school)

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| 1 | On entry to nursery pupils are already experiencing Speech & Language delay |
| 2 | Lack of early experiences in – reading, writing and number |
| 3 | Lack of experiences in the wider world |

External Barriers (support need for multi-agency approach)

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| 4 | Health issues leading to poor attendance |
| 5 | Parent skills and knowledge of child development and engaging hard to reach parents |
| 6 | Family involvement with Social Care |
| 7 | Undiagnosed Special Educational Needs |

| Desired Outcomes | | Success Criteria |
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| 1 | Early identification of Speech & Language need and subsequent referrals to Speech and Language | Children with Speech & Language delay will be supported to develop communicate which will have a positive impact on their learning and progress. All staff will be |
| 2 | Early identification of undiagnosed SEND and subsequent referrals to SNEY's | Children with SEND will have bespoke support in their particular area of need resulting in a positive impact on their learning and progress |
| 3 | Offer a language rich environment with opportunity to develop vocabulary through the curriculum | Children will have experience of a rich language environment - developing their confidence and skills in expressing themselves speaking and listening in a range of situations. Staff will have knowledge of the new EYFS framework. |
| 4 | Parents will be informed and confident on how to support their child's learning and development | Parents will have strategies to support their child's numeracy and literacy at home. Have knowledge of how to develop their child's language through STEM |
| 5 | The wider experiences of the children will be enhanced through visits & visitors | Children's experiences will be broadened through a wide range of opportunities. Short trips, visits or outings, i.e. to a nearby shop, park or city farm, will also help to deepen and enrich learning. |

| What will the money be spent on? | Why have you chosen this? | How much will it cost? | How will it benefit the EYPP children? | How will it benefit the setting? | How will you know it has made a difference? | Data Analysis |
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| <p>Releasing staff to complete the Wellcomm assessments and draw up action plans for identified children and all S&L referrals will be completed in a timely manor.</p> | <p>Use the Wellcomm tool kit and big book of ideas to support the high number of EYPP children requiring support with S&L and to support our EAL children to ensure they make progress and attain in line with their peers. Wellcomm has a toolkit that can be used to assess children's S&L that enables early identification.</p> | <p>Cost: £2,000</p> | <p>Specific curriculum: Communication, & Language</p> <p>Children will have back & forth interactions, supporting language and cognitive development. Children will have quality conversations throughout the day in a language rich environment. Opportunities will be given to use the children's interests to build on and extend vocabulary to foster the children's language.</p> | <p>Better informed staff will be able to recognise S&L difficulties quickly and offer appropriate interventions.</p> | <p>EYPP children will increase their acquisition of language and better access the curriculum, providing skills needed for lifelong learning.</p> <p>EYPP children will be on track in CLL when they leave nursery.</p> <p>Through pupil progress meeting and following the wellcomm assessment tool.</p> | <p>The % of EYPP children -on track will be in line with their peers.</p> |
| <p>Visits - Short trips, visits or outings, i.e. to a nearby shop, park or farm, and then visits further afield. Visitors – Ronnie Crackers, African drummer, Smapad, animal man etc..</p> | <p>Historically children have very limited experiences of the wider world and the recent pandemic has impacted on this significantly more.</p> <p>By exposing children to a breadth of experiences their learning will be deepened and enriched.</p> | <p>Cost: £1,000</p> | <p>The neighbourhood will provide real and meaningful opportunities to deepen learning, and increase understanding of the cultural richness of the area in which children and families live. This will children powerful learning opportunities.</p> <p>Many areas will have cultural heritage officers who are only too willing to support families, children and providers to take part in activities, events or visits.</p> | <p>Using the local neighbourhood will raise the profile of Bushbury Nursery School within the local community.</p> <p>Visits to 'Broadway Gardens' will provide joy to the older residents within Bushbury.</p> | <p>Children's understanding will be extended and their appreciation of themselves will increase. They will have broadened experiences to draw on culturally and their confidence and independence will grow. Children will develop life skills that they can take with them when they leave us experiences they will remember that impact their future years. Sound grounding of tolerance and respect for difference.</p> | <p>The % of EYPP children -on track will be in line with their peers.</p> |

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| Purchase Texts | <p>To offer children a diverse range of texts where many of the cultures within school are represented. Children from different cultures have the opportunity to see text in their home language and take them to share with their family.</p> <p>Increasing numbers of EAL children in receipt of EYPP.</p> | Cost £1000 | <p>The children will have frequent opportunities to read and be read to, engaging them actively in stories, non-fiction, rhymes and poems, they will then be provided with extensive opportunities to use and embed new words in a range of contexts. Through rich conversation, storytelling and role play, children will have many opportunities to share their ideas with support and modelling, and with sensitive questioning they will be encouraged to elaborate, in turn children become comfortable using a rich range of vocabulary and language structures.</p> | Resources that represent and reflect the many different cultures, religions and beliefs of the families we have in school. | Children will develop a love of reading, looking at books have book knowledge and get excited about sharing books at school and at home. | The % of EYPP children -on track will be in line with their peers. |
| Health professionals – SNEY’s, Dental nurse, dental van etc... | <p>Historically we have had children enter nursery undiagnosed and without referrals to S &L.</p> <p>We also have a resource base for SEND children many of which are EYPP eligible.</p> <p>Dental hygiene is high profile within the new EYFS Framework</p> | £500 | <p>By adopting a multi-agency approach ensures early identification, resulting in the correct support. This early response and early identification to a concern is key to helping children to reach their potential.</p> <p>Early experiences with oral health impacts on the rest of their life. That’s why it’s so important to teach them about their mouth and introduce them to good habits as soon as possible. It is equally vital to continue to ‘normalise’ dental visits and put them at ease with the role of a dentist as a person they can trust</p> | <p>Staff can be deployed effectively to support all children’s individual needs.</p> <p>Children will have less time off school as a result of poor oral health</p> | TAC meeting will be place, S&L support will be prevalent and children will be confident about visits to the dentist, resulting in much improved oral hygiene. | The % of EYPP children -on track will be in line with their peers. |
| REAL, REAM & STEAM workshops for parents | Engaging parents and inviting them into school after they have been unable to do because of Covid-19. | £500 | To raise attainment in Maths, Literacy and STEM giving parents the confidence to support their children and have a better understanding of child development | Excellent relationships with parents. More informed parents. | EYPP children will have mastery in these areas of the curriculum and will be seen applying their skills and knowledge across other areas of the curriculum. | % of EYPP children on track will be in line with their peers. |

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| | Involving parents as co learners with their children. | | | | | |
| Widening life experiences for the children Forest School | As many children have had limited access to outdoor experiences during Covid-19. To provide a challenging life experience of exploring an outdoor environment, taking risks developing resilience, and life skills | £3,000 | Being outdoors, engaging and discovering new things about the world around us not only supports and promotes all seven areas of the EYFS but also supports the holistic development of a child; nurturing their health and wellbeing | An enhanced curriculum offer. | Happy, healthy, confident, resilient learners | % of EYPP children on track will be in line with their peers. |