

Early Years Pupil Premium Report Autumn 2017

The Early Years Pupil Premium (EYPP) is additional funding given to settings such as ours, for children from disadvantaged backgrounds. The aim of the funding is to close the gap between children from disadvantaged backgrounds and other children. This extra funding provides the opportunity to further raise the quality of provision we provide.

For the first time this academic year, the government have changed the criteria for full time places. **EYPP children are no longer entitled to 30 hours and are part-time.** Full time places are given to children from working families, who are non EYPP.

Eligibility for Early Years Pupil Premium Funding

Children receive additional funding if their parents receive one or more of the following benefits, which are the benefits used to assess 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 order
- subject to a child arrangement order, setting out with whom the child is to live (formerly known as residence orders)

Early Years Pupil Premium funding is based on the children recorded as eligible at each census point. The funding is decided each financial year, as opposed to each academic year. We only have an indicative sum for the school year 2017/2018, so in the table below, I have included the amount we received from March 2016 to April 2017.

Our Early Years Pupil Premium Children

We have had some very exciting changes happen over the last month or so to the part of the building that was our Children's Centre's Community Room. It has been transformed into a lovely new Nursery room called 'The Greenhouse'. These children will start the week commencing 22/1/18. I have separated these children in the table below.

Number of children and amount of Pupil Premium funding received	
Total number of children	123
Total number of Early Years Pupil Premium Children	63
Total number of Early Years Pupil Premium Children at Main Nursery	49
Total number of Early Years Pupil Premium Children in The Greenhouse	14
Amount of Early Years Pupil Premium funding received per child	£249.45
Total amount of Early Years Pupil Premium funding received from March 2016 - April 2017	£18, 229
Total amount of Early Years Pupil Premium indicative funding for March 2017 - April 2018	£18,120
Total expenditure	

Our number of EYPP children include our 2 year olds who will be entitled to EYPP funding when they turn 3.

We want all our children to receive a wide range of learning opportunities and experiences. We strive to ensure that children from disadvantaged backgrounds are given support to enable them to achieve in line with their peers, narrowing the 'gap'.

As I've already mentioned, this year, **EYPP children no longer have funding for full time places** and are **only funded for a part-time place**; where as, children from working families (our Non EYPP children) are entitled to a full time place.

Peer to Peer Review November 2017 - EYPP Update

We are part of a supportive network with other Nursery Schools and Primary Schools, whereby Heads and/or members of the Senior Leadership Team visit other schools to observe their practice. Just as a reminder, they looked at the quality of our interactions, the differentiation of our learning groups and differentiation of interactions between children, our links to characteristics of effective learning (from the EYFS), governance and how we've adapted our provision for two year olds. We had lots of positive feedback and quality of interactions was something that was raised in our review meeting, which I will go into further detail later.

As part of the peer to peer review, I had a meeting with the Early Years Lead from Paget Primary School to discuss our Early Years Pupil Premium Children. This was an important part of the Peer to Peer Review in regards to our EYPP children, to ensure that we are providing the relevant information/data showing that we are narrowing the gap between EYPP and non EYPP children and how we are doing this. As EYPP lead, this was a good experience for myself as these are the questions OFSTED will be asking and it's our OFSTED year. I presented her with last years data and reports (all of which have been discussed at Governor's meetings) and the strategies that we have put into place to support our EYPP children. The Early Years Lead from Paget Primary School was more than happy with our meeting, how we are supporting our EYPP children and the data that is provided to show this.

Our EYPP children this year

Our EYPP children are now only entitled to a part-time place. Last year, as a governing body, we decided to keep our returning EYPP children who already had full time places, full time. These children are our 'vulnerable children', which is why we felt it so important to keep them full time. So this year, we will have two different groups of EYPP children, those who are part-time and those who are full time. I have separated the data for these two groups.

Also, this year we have had a bigger intake of two year olds, who come with two year old funding. (Currently 21 without new starters). These children will be entitled to EYPP funding when they turn three, so we consider them as our EYPP children. When we were doing our baseline assessments, these children had only just started, so we assessed them a few weeks later in the prime areas. Therefore, they are not included in the overall EYPP and non EYPP data comparison, but I have included their baselines in a separate table. For future assessments, they will be included in the overall EYPP and non EYPP comparisons, but I will still continue to separate their progress in a separate table.

I have also separated the data to compare progress between our part-time EYPP children and our now full-time non EYPP children. This data will be the one to pay close attention to, as we know there is a gap between children from disadvantaged backgrounds and those who are from working families. Our aim is to close this gap, with EYPP children making more steps progress. Last year on the whole, we achieved this, but this was when EYPP children were full time, and non EYPP children part-time.

Last year in April, we did a gaps skills analysis using the statements from the EYFS, which is the curriculum we follow, highlighting statements children have achieved. We do not use this as a 'tick list', as we always assess children using the ethos of NICE (Natural, Independent, Consistent, Embedded), but it was a very useful tool of seeing where the gaps in children's learning was, to plan exciting areas of learning in line with children's interests to support their learning. This enabled children to become secure in all the different areas of learning. This year, we have started this process much earlier. We began using it in the play sessions for the new children in the summer, which were passed on to key workers in September. We are in the process of assessing children now (Jan 2018). Now that we have had the children for a full term, we will see the progress that children have already made, and areas that they need further support in. This will be used to further differentiate learning groups and child initiated areas of learning. Our spring assessment (from Jan 18) will show the progress EYPP children and non EYPP children have made, and highlight any potential gaps between the two groups which will form our Spring Term priorities.

Our Autumn 2017 Baseline Data

Mark (EYPP governor lead) and I had a meeting about our EYPP children this year on the 11.1.17 where we talked about the baseline data. All of our children have entered much lower this year, than previous years, with only few children being 'on track' for their age. If children start Nursery 'on track' at the age of 3, they are expected to be within the band of 30-50 months when they start, and 40-60 months when they leave at the age of 4, as suggested by the Early Years Foundation Stage Framework. There are 3 steps within a band: emerging, developing and secure. So, children need to make 3 steps progress during the year to remain on track. Few of our children start on track, so our aim is to narrow the gap for all children, particularly between our EYPP and non EYPP children, by them making more than 3 steps progress. To narrow the gap, EYPP children will need to make more steps progress, when we only have them part-time.

This led to us being interested in previous baselines, as it appears, each year, children are entering even lower. I have included a three year comparison, which is how long I have been EYPP lead. Since 2016/2017, there are around differences of 10-15% in the prime areas for our EYPP children. These areas are: Personal, Social and Emotional Development (Making Relationships, Self Confidence and Self Awareness, Managing Feelings and Behaviour), Communication and Language (Listening and Attention, Understanding, Speaking), and Physical Development (Moving and Handling, Health and Self Care). The prime areas are vital and are always our priority in the first term, as children need to be able to make friends, manage their feelings and behaviour, and communicate before they can develop in the specific areas (Literacy, Mathematics, Understanding the World and Expressive arts and Design).

Mark considered if there were changes in the community and further support for parents with outside agencies, so that they can support their now part-time children's learning whilst they're at home. We do have parent workshops throughout the year around different areas of learning, to explain why we do what we do and give parents ideas of what they can do at home. This learning is also reflected in our Tapestry stories, where we provide next steps for parents to further support their children's learning. For example, if we observe a child counting randomly, we give examples of ways they can count with their children in everyday situations.

We will aim to have more parent workshops this year for a variety of different areas of learning, with the expectation of parents taking photographs to upload their own Tapestry stories, to further engage parents in their child's learning and use Tapestry more. The quality of our Tapestry learning stories will be a priority this year, to ensure that the learning is explicit to parents.

However, to ensure the progress of our EYPP children, our teaching and learning in Nursery is paramount.

How we have Supported our Children in Autumn Term and continuing to Support them in Spring Term

As you can see from the data spreadsheets (attached in this report), both EYPP children and non EYPP children have entered very low, but especially EYPP children, with on average, only one or two children being on track in the prime areas. Our returning children, are most of the children on track for both groups, which is why it's so important to start children in Nursery younger. It's important to highlight that all of our returning EYPP children are considered 'vulnerable children', which is why not as many EYPP returning children are 'on track'.

Our priorities in the first term, are to support children in the prime areas, so they can succeed in all other areas of learning. We have already implemented lots of strategies to support all of our children, which will be reflected in the progress our children have made in our Spring Assessment (which we are in the process of doing).

WELLCOMM

WELLCOMM is a speech and language toolkit to screen children's level of speech and language. It gives us a deeper understanding of a child's use of language and their understanding of language. This process enables us to see if children need intervention and further support from either members of staff or a specialist. We know from previous years, that speech and language is an area all our children need extra support in, and our data shows the same this year.

- All children have had their Speech and Language screened through WELLCOMM (to highlight areas that children need further support or intervention, with either Catherine Steele (our Speech and Language therapist who comes once a week) or members of staff.
- At the moment, Catherine Steele has a case load of children who she is supporting with SEND or Speech and Language. She is supporting six SEND children (three of which are EYPP children) and four children with Speech and Language (three of which are EYPP).
- All children were screened very early in the term and the information gathered, formed our differentiated learning groups. The questions and concepts that are used to screen children (such as use of prepositional language, him/her, categorising and sorting similar objects) were further explored in learning groups.
- Screening all of our children is a lengthy process and takes time. Deb and Helen are currently in the process of screening the children for a second time, which they have nearly finished.

- By screening children throughout the year, we can ensure that children progress with their use of speech and language and highlight any other gaps that remain. This process also highlights any children that might be of concern, who can be observed by Catherine and then added to her caseload with parental consent.
- Members of staff monitor all the children closely and use information gathering sheets to record any evidence of children they may have concerns about (i.e. not accessing the Nursery independently, speech unclear). This information provides a wider picture which can be evidence for external agencies and interventions needed.
- We will see the impact of this in our Spring Assessment, when we can measure the amount of steps children have made since their baseline assessment.

Forest School

Forest School is something that we are so passionate about. We have two fully qualified members of staff, Christina Meakin and Gill Collett, and have continued to team up with the Community Environmental Trust (based on Castle Vale), who support our Forest School provision. We are using our EYPP funding to continue having Ben from Community Environmental Trust, which means that all our children will continue to benefit from having access to Forest School every week, which they otherwise wouldn't have had. We are very privileged to be able to offer Forest School every week, as not many other provisions are in a position to. Forest School provides children with the opportunity to learn in an outdoor environment where they have the right to play, the right to have access outdoors, the right to access managed risk, and the right to build resilience. It should be a long-term process of frequent and regular sessions, which is why we highly value our weekly sessions. There is lots of evidence to show that Forest School helps children to develop their communication and social skills, self-esteem, independence and physical development, all of which form the prime areas of learning.

What we have done:	Area of development it will impact:	How we will know it has made a difference
<p>Children being supported to take off shoes and change into waterproofs independently</p>	<p>Physical Development – Health and Self Care</p>	<p>Assessment Data and amount of steps progress from baseline assessment to Spring One assessment.</p> <p>EYPP children making more steps progress.</p> <p>Evidence from Tapestry</p>
<p>Children being encouraged to explore our Forest School site independently and learning about the boundaries.</p> <ul style="list-style-type: none"> • Scavenger hunts and Treasure Hunts where children find and explore our different areas (climbing tree, rope ladder, pallet ladder, tyre swing, mud pit, gardening) • Learning how to climb a tree and ladder pallet safely. 	<p>Personal, Social and Emotional Development – Self Confidence and Self Awareness, Managing Feelings and Behaviour</p> <p>Physical Development- Moving and Handling.</p>	<p>Children are happy to explore Forest School and make independent choices without support of adult.</p> <p>Assessment Data and amount of steps progress from baseline assessment to Spring One Assessment.</p> <p>EYPP children making more steps progress</p> <p>Evidence from Tapestry</p>

<p>Giving children ideas of how to select natural resources for a purpose and modelling language to describe these experiences.</p> <ul style="list-style-type: none"> • Using conkers to roll down tubes • Using logs and tyres to create an obstacle course • Using sticks to create magic wands. • Using pine cones to make decorations 	<p>Personal, Social and Emotional Development – Self Confidence and Self Awareness,</p> <p>Physical Development – Moving and Handling</p>	<p>Evidence from Tapestry</p> <p>Assessment Data and amount of steps progress from baseline assessment to Spring One Assessment</p> <p>EYPP children making more steps progress</p>
<p>Encouraging children to have empathy and consider others feelings:</p> <ul style="list-style-type: none"> • Finding puppet woodland animals who need a home and caring for • Taking it in turns to share resources (such as the tyre swing and climbing the tree). 	<p>Personal and Social Development: Managing feelings and Behaviour</p>	<p>Evidence from Tapestry</p> <p>Assessment Data and amount of steps progress from baseline assessment to Spring One Assessment</p> <p>EYPP children making more steps progress</p>
<p>Playing Games to encourage children to play with each other</p> <ul style="list-style-type: none"> • 1, 2, 3 where are you • How many nuts Squirrel • 'Isn't it funny how a bear likes honey' 	<p>Personal, Social and Emotional Development: Making Relationships</p>	<p>Evidence from Tapestry</p> <p>Assessment Data and amount of steps progress from baseline assessment to Spring One Assessment</p> <p>EYPP children making more steps progress</p>

<p>Learn how to manage risk: Introduction to a small fire Toast a marshmallow and approach fire safely</p>	<p>Personal, Social and Emotional Development – Self Confidence and Self Awareness, Physical Development: Moving and Handling and Health and Self Care.</p>	<p>Evidence from Tapestry Assessment Data and amount of steps progress from baseline assessment to Spring One Assessment EYPP children making more steps progress</p>
<p>Learning about the Environment</p> <ul style="list-style-type: none"> • Taking ownership of looking after environment • Learning about Trees • Learning about minibeasts 	<p>Personal, Social and Emotional Development – Self Confidence and Self Awareness, Communication and Language</p>	<p>Evidence from Tapestry Assessment Data and amount of steps progress from baseline assessment to Spring One Assessment EYPP children making more steps progress</p>
<p>Developing physical skills</p> <ul style="list-style-type: none"> • Climbing trees • Balancing on an obstacle course/ creating own obstacle course • Fine motor skills - creating dream catchers with willow and ribbon/wool • Introducing mark making skills when making observations about the natural environment. 	<p>Physical Development</p>	<p>Evidence from Tapestry Assessment Data and amount of steps progress from baseline assessment to Spring One Assessment EYPP children making more steps progress</p>

Tapestry and Forest School

Gill and myself only lead three of our Forest School sessions, the rest are lead by Ben and supported by Clare. This means that Clare supports all of our children, a large majority of which, she provides evidence of their learning through Tapestry by herself. As the Forest School groups are between 12 and 15 children, which run morning and afternoon, that's potentially 30 children a day. It is impossible for all of these children to have a Tapestry learning story every week. So, the priority this year, is making sure the learning stories are of high quality and clearly explaining learning and progress over the term. Last year, I supported Clare with the quantity of Tapestries and this year, I have and will continue to support her with the quality of her Tapestries, so that learning is explicit and it is linked to the statements from the EYFS. I am also supporting her with showing the differentiation of learning between different children too.

Clare is also going to take on more responsibility in supporting children in their learning during their Forest School sessions in line with their assessments and our gaps skill analysis (which we are in the process of doing) and share this information with Ben.

As you can see from the table about Forest School, all children have the same experiences through 'planned' learning activities to support children's learning, however, planning each session is not the ethos of Forest School as it all depends on the needs of the group and individual children depending on their interests. So, learning in different groups may change. Clare will continue to support children, following their interests and I will support her with how to evidence this learning through Tapestry.

Meaningful Interactions

Meaningful interactions is a process of monitoring which areas of learning all children have accessed on a weekly basis. We consider an interaction meaningful when a member of staff has supported a child in their learning and moved them on to their next step or provided support to aid them in achieving their next step in the near future. It also highlights the children who may have not had many 'meaningful interactions' or which areas some children aren't accessing. We talk about this information every week and the children who may have had few 'meaningful interactions' become 'target' children. We consider these children's interests and how to entice them into different areas of learning, or bring different areas of learning to an area that they are interested in. For example, if a child is always in small world exploring cars, we talk about how we can bring mark making/maths etc into the area in a way that still interests the children.

Nurture Groups

Based on our initial baseline assessments and subsequent observations of how children interact and access Nursery, or any changes in family circumstances, especially our vulnerable children, we have continued to provide nurture groups for groups of children since September. Children scoring low on their WELLCOMM screening have also accessed nurture groups. We have weekly staff meetings where we discuss all children (including those who are EYPP) who may need extra nurture. Nurture groups happen every Thursday, in small groups of 3-4 by Gill. Children may be supported through child initiated play too on a one to one basis. These small groups support children with the skills they need to transfer into Nursery. These groups are very flexible and change with the level of need.

Differentiated learning groups

As mentioned earlier, in September, we differentiated learning groups according to children's scores in their WELLCOMM screening. Towards the end of Autumn Term Two, we introduced literacy and mathematics into our learning group sessions, differentiated according to each group. Our learning groups, which are 15 minutes at the beginning of each session, will remain a literacy or mathematics focus until the end of the year. These groups are very flexible and after our Spring Assessment and gaps skills analysis, the groups will change according to what children's next steps are.

Our Priorities for Spring Term

Quality of Interactions and In the Moment Planning

We had a staff training day on the first day back after Christmas, discussing the quality of interactions and 'in the moment planning'. Members of the Early Years team from Birches Green joined us for the morning. We reflected on interactions with children, particularly our questioning. We discussed open and closed types of questions and the impact it had on children's responses: with a closed question, children only need to give a one word answer; but with open ended questions, they need to respond with a few words and/or sentence. This was very useful for all members of staff, particularly our Teaching Assistants and members of staff who have recently joined us.

We follow objective led planning, where for each area a staff member is in, we know where the children are and what their next steps are, from our assessments and from the statements in the EYFS.

On our staff training day, we considered 'In the moment planning', which follows the children's interests in the moment as the name suggests. There is no forward planning and the learning is written up retrospectively. It is the skill of the adult following a child's or group of children's interests (and knowing their next steps) and guiding their learning that is crucial to this 'planning'. Having a heightened awareness of learning opportunities is crucial for this way of thinking. It also highlights not mixing 'rules' and learning opportunities, for example, turn taking is a learning opportunity not a rule. If children were struggling to share, the adult would model how to share.

This 'planning' highlights having different focus children each week, where staff will take a step back to observe where they play and what their interests are, and follow their lead whilst supporting their learning, recording it and linking it to different areas of the EYFS, particularly focusing on how we as staff have supported the child/children in their learning and how we've modelled the learning. The important aspect of having focus children, is at the end of the week, all of this information is shared with parents in a short meeting.

We will still use our objective led planning, but will take the concepts of 'in the moment planning'. We are trialling how to use this planning by initially focusing on a few children, and for those children, their tapestry stories for that week, to explicitly show how a teacher has modelled/taught an area of learning (e.g. Christina showed Sally how to hold a pencil with her fingers) and the child's response and their next steps. Having a meeting with parents will hopefully further increase our parent interactions with Tapestry and further enable parent's to understand why we do what we do, so they can support their children's learning at home.

Quality of Interactions and Staff Observations

On the 15.1.17 we had our Peer to Peer review meeting, where members who weren't involved in the initial observations came to support us in a follow up meeting. We discussed the quality of interactions in small groups and what makes a good interaction. We watched three short videos looking at an adults interaction with children, looking out for whether we thought it was a good/average/poor interaction, reason, improvements, Characteristics of Effective Learning and assessment opportunities. This was very useful for all members of staff and will have an impact on our future interactions.

The week commencing 5/2/18, we are having staff observations. These are to be supportive and everyone will have the opportunity to be the 'observer' and the 'observee'. This will focus on the quality of interactions between adults and children. This will have a positive impact on all of our children as there is always room to improve our practice.

Quality of Tapestry Learning Stories

As I mentioned earlier, I am supporting Clare with the quality of her tapestries. This needs to be a focus for all members of staff, we are very good with the quantity of tapestries, we now need to support staff with the quality and making learning explicit. The idea of recording how the teacher modelled/showed a child how to do something from their observations and then what the child did (from in the moment planning) in children's Tapestry learning stories, has made us all think how to structure our writing and key phrases to use. When we review our 'in the moment planning', how we structure our writing in our Tapestry stories will be reviewed too.

Tapestry Monitoring

This year, we have made the decision to monitor our key groups in line with the areas of learning from the EYFS to ensure coverage and highlight any gaps in children's learning. (It is simply a grid with all the areas of learning and staff tally for each child. For example, if there was a Tapestry of a child using a good pencil grip, a tally mark would go in the Physical Development box) There is also a separate box for staff to note which ones are Forest School and if Forest School Tapestries are learning ones, to put an 'F' in the box rather than a tally. This will mean that I will be able to ensure coverage of areas of learning in Forest School for our Pupil Premium Children.