



EARLY YEARS PUPIL PREMIUM STATEMENT OF INTENT STRATEGY 2023-24

Intent

High-quality early years provision can significantly benefit children’s later outcomes, especially among the disadvantaged groups.

The Early Years Pupil Premium is extra funding that aims to improve outcomes for disadvantaged 3 and 4 year olds who are receiving the entitlement to free education.

Children who meet the criteria will be eligible for an extra 66p per hour (approximately £396.00 per year). The criteria for receiving EYPP is similar to the criteria for eligibility for free school meals, it is also available for children in the care of the Local Authority and for children from service families. The funding is additional to the main school funding.

At Ganneys Meadow we strive to provide the best education and care for our children. We value the children’s individuality and uniqueness. We identify children who may need additional support and determine if there is a need for intervention or support by working together with families and outside agencies, where appropriate.

Our aim is to use our EYPP to provide experiences and resources that our EYPP children wouldn’t otherwise access, as this will then also support other disadvantaged children. Our aim is to fund experiences that will support children’s holistic learning, especially across the Prime Areas of learning and give the children something to talk about, helping to develop their communication and language skills, and increasing their Cultural Capital.

By the end of academic year 2022 – 2023 we had a maximum of 37 children for EYPP (24% of pupils attending nursery) who claimed the additional funding. Our numbers rise over the school year as we have three intakes across the year and more children turn three and become eligible.

1. Summary Information

Academic Year	2023-24	Date of implementation	September 2023
Amount of EYPP per child per hour/per term	66p from April 23	Date of Review	July 2024
	Autumn (15weeks)	Spring (12weeks)	Summer
Total number of Children	152		
Number of children eligible for EYPP	23		
Total budget for EYPP	£3.306 for the term £9.108 per year		

2. Baseline Attainment-Rationale for spending

	Autumn		Spring	Summer
% achieving meeting developmental milestones in communication and language	Whole school	33%		
	Mainstream classes only	47%		

- Our school is situated in the lowest 1% centile for deprivation indices.
- The majority of our 2 year places are funded meaning that parents meet the disadvantage criteria. Eligibility starts aged three so this means many will meet the criteria when they reach this age.
- Communication and language has been identified as the tool to access all other learning and this, alongside our data, is why we prioritise it

3. Barriers to future attainment for children eligible for Early Years Pupil Premium

In-School Barriers	
A	Children not meeting developmental milestones in communication and language
B	Children not meeting developmental milestones in the seven areas and demonstrating fewer Characteristics of Effective Learning
External Barriers	
C	Support for children with additional needs
D	Attendance
E	Access to a wide range of high quality books and reading experiences
F	Children's access to the outdoors and physical development skills

4. Outcomes

Desired Outcomes and how they will be measured		Success Criteria
A	Children meet their developmental milestones in communication and language	Children meet developmental milestones or making accelerated progress by the end of the academic year. Children use these skills to communicate effectively.
B	Children meet their developmental milestones and demonstrate the characteristics of effective learning. They meet our ends of nursery whole child goals related to these.	Children make accelerated progress by the end of the academic year and meet milestones in line with their peers. They demonstrate resilience, determination, creativity and enjoy challenges.
C	SEN children will have access to specialist support and resources. Staff work together with the SEND team and other agencies to improve outcomes for children	Children with identified additional needs make accelerated progress through their daily provision, targeted support and bespoke in school interventions
D	Improved attendance.	Children's attendance will improve and for those parents who are not able to attend they will be supported by our family support team to remove barriers
E	Create and foster a love of reading	Children have access to a wide range of books, enjoy reading and use these to develop their language skills and imagination
F	Improve PD skills.	Children meet their developmental milestones in fine and gross motor

Desired Outcome	Action/Implementation	Impact	Staff
A- Improve communication skills	<ul style="list-style-type: none"> • Targeted intervention in small groups or one to one with their key worker for those identified children who need more than quality first teaching. These should take place using the little and often method within the environment • Ensure all visuals are in place- Whole school Total Communication approach 	<ul style="list-style-type: none"> • Improved outcomes for children • Children eligible for EYPP to make good to accelerated progress • Children will engage in conversations that help to develop 	<p>EYPP Lead C and L SIT</p> <p>All staff</p>

	<ul style="list-style-type: none"> • Children’s c and l skills are RAG rated and reviewed termly with key worker and teacher • Information from the RAG rating is put into an action plan which is then shared with all key workers and actioned • Develop staff skills in improving children’s language skills through direct teaching and child initiated learning, to support all children • CPD and whole school awareness of how to and when to extend vocabulary and understanding • Identified nursery rhymes, texts and vocabulary for each half term • Further develop staff confidence with supporting S&L through the use of communication friendly spaces, wellcomm activities and their knowledge of child development in this area • Use of Tapestry to promote rhymes, signs and stories • Curriculum is shared each half term with parents. • Shared learning walks with link Governor-feedback shared with all staff and actioned. 	<p>speaking and listening skills</p> <ul style="list-style-type: none"> • Children will make improvements in their communication and language skills and meet their developmental milestones • The indoor and outdoor environments promote communication opportunities • Provocations for learning and stimuli within the environment and curriculum spark conversations through capturing the children’s interests 	
<p>B- Children meet their developmental milestones and demonstrate the characteristics of effective learning. They meet our ends of nursery while child goals related to these.</p>	<ul style="list-style-type: none"> • Staff to deliver the curriculum to ensure quality first teaching builds on what children know and provides clear sequence that will ensure children make at least good progress. The curriculum is adapted to reflect the children’s’ interests. They do this using key worker individual plans which cover the seven areas of learning • Medium term plans identify gaps in children’s knowledge and shows all staff the focus for the half term • Staff use their knowledge of child development to ensure that they use this, alongside what they know about the children and using the Planning and Assessment document • Staff have identified which children are not making appropriate progress and in which areas. They take time to understand any barriers and work to overcome them. These are discussed at termly pupil progress meetings. • A well-balanced curriculum will allow children to make links in their learning ensuring this is embedded • Supporting children to address any gaps within the continuous provision and use this to practise taught skills and apply knowledge 	<ul style="list-style-type: none"> • Improved outcomes in all seven areas • Children meet our end of nursery whole child goals and use these skills to accelerate their academic progress 	<p>CL&L/ prime area/ maths leads EYPP Lead HT All staff and key workers</p>

<p>C- SEN Children 9/23 children are EYPP and SEND Autumn term SEN children will have access to specialist support and resources. Staff work together with the SEND team and other agencies to improve outcomes for children.</p>	<ul style="list-style-type: none"> • High adult ratio in their room provides additional support through access to more adult time • Partnership working with ECS team to provide support for the whole family • Individual support plans, sensory profiles and one page profiles for children. These identify how key workers can build on their experiences and provide enrichment opportunities linked to the children’s needs, interests and starting points • Use of bucket therapy • Home visits for all children at the beginning of each year • Staff to continue to increase their confidence, knowledge and understanding of working with children with complex needs through CPD, visiting other schools and classes within our provision, working with our specialist SEND teacher. They will develop a greater bank of strategies to use to support the child and their family • Children will receive specialist support from designated teacher (HB) which will ensure child makes progress against their targets • Private SALT reviewing targets and working with children, families and key workers 	<ul style="list-style-type: none"> • Children will make progress from their starting points and their family feel supported • The environments and provision are reviewed regularly and reflect the children’s needs and interests • Total communication approach throughout school 	<p>HT/DHT SENCO All staff Key workers Outside agencies</p>
<p>D- Increased attendance</p>	<ul style="list-style-type: none"> • Continue to review and implement policy and absence management protocols • Continue first day contact with all EYPP children who are absent to signpost to revisit importance of good attendance and check in on reasons for absence • Wellbeing phone calls and messages. • Home visits in partnership with FSW and SRW where necessary • Highlight attendance concerns during Developmental Reviews, vulnerable children meetings and through regular discussions with parents and notes on Tapestry • Analyse attendance data to look for any emerging trends and patterns • Families are supported through flexibility of sessions to support parents and encourage good attendance • Tapestry used to share online learning linked to each terms topic 	<ul style="list-style-type: none"> • Attendance will continue to improve which will give children greater opportunities to access the full nursery entitlement • Children who have missed school will not fall behind their peers • Children eligible for EYPP will continue to close the gap between them and their peers 	<p>EYPP Lead Class teachers</p>

<p>E- Create a love for Reading</p>	<ul style="list-style-type: none"> • Create stimulating and engaging opportunities to explore books, songs and rhymes as part of everyday provision both indoors and out in line with our curriculum. • An appropriate mix of planned and in the moment opportunities are available to support children to develop early reading skills • Encourage children to use the book bag take home packs • Quality first delivery of phonics, where appropriate, to support early reading. This ranges from pre phonics work to the use of Little Wandle • Planned pre learning opportunities, help to develop their understanding of the world so that they can access the learning. • Ensure reading areas are inviting and that every book has earned its place 	<ul style="list-style-type: none"> • Children will be exposed to a wide variety of reading material and have and increased interest in books • The pre phonics programme adequately prepares children for their next stage 	<p>CLL Leads EYPP lead HT/DHT all class teachers</p>
<p>F Improve Physical Development skills</p>	<ul style="list-style-type: none"> • SIT team to ensure that the Movers audit and outcomes impacts on provision in all classes • Range of opportunities to develop fine and gross motor available in all environments • Audit resources • Shared learning walk PD Governor. Feedback shared with staff and acted upon to continue to improve provision • Sensory equipment available in classes where it is needed and programmes for use for children reviewed 	<ul style="list-style-type: none"> • Children develop their fine and gross motor skills using a range of activities to prepare them for their next stage • Children meet their developmental milestones in physical development and this impacts on other areas of learning 	<p>PD Leads All staff</p>

6. Monitoring

<p>School Lead</p>	<p>Kathryn Kennedy</p>	<p>Link Governors</p>	<p>Charlie Mills Anne Mc Mullan Sarah Sutcliffe</p>
<p>How will EYPP be monitored?</p>	<ul style="list-style-type: none"> • Termly Pupil Progress Meetings to discuss progress of EYPP children • Review of communication and language data • Planning scrutiny • Learning Walks • Tapestry tickles • Parent Feedback • SEN Reviews and paperwork 		

7. Breakdown of planned spending.

These are some of the ways which we intend to spend the EYPP money. They are in priority order based on the needs of the children. A final statement evidencing the spend will be written at the end of the school year.

Autumn term. Total £3.306

Item	Cost	Benefit
Additional staff in the room to increase the staff to child ratio.	£110 per day Time is allocated from this for each of the EYPP children Average one day per week equivalent x 38 weeks per year £4,180	<ul style="list-style-type: none"> • This provides more opportunities for talk and high quality interactions in the environment • More opportunities to share books and stories • More adults to meet the child where they are and take learning forward
Resources for Communication, Language and Literacy	£1000	<ul style="list-style-type: none"> • Children will develop a love for reading • They will be able to speak with some detail about the story they read • Increased wellcom scores • Children will have an increased vocabulary-learning and using new words • Building sentences through adult direction • Children will be able to recognise letters and the sounds they make • Children will become effective communicators expressing their needs and wants • Increased independence and confidence • Increased attention and listening
PD resources	£1000	<ul style="list-style-type: none"> • Children can develop their PD • Purchase climbing mounds, PE equipment
Enrichment experiences	£2000	<ul style="list-style-type: none"> • Planned visit into school from PE providers, animals etc

8. Summary Statement (to be completed July 2024)

End of year Summary Statement