



Oxclose Nursery School

Early Years Pupil Premium Expenditure Report: 2019/2020

Overview of the School

Number of pupils and early years pupil premium grant (EYPPG) received			
	Autumn Term 2019	Spring Term 2020	Summer Term 2020
Total Number of 3 & 4 Year Old Pupils on roll	60	76	76
Number of pupils entitled to EYPP	3	5	6
% of Pupils	5 %	6.5%	7.8%
Amount of funding per pupil	£111.50	£87.45	£103.35
Total amount received each term	£333.90	£437.25	£620.10
Total Amount for Year			£1391.25

Rationale

The early years pupil premium (EYPP), was introduced in April 2015 for early years providers who are delivering the funding entitlement for 3- and 4-year-olds. The funding equates to up to £300 extra per year for each disadvantaged child who meets the eligibility criteria.

Early years providers will be able to access the EYPP funding to help them support their most disadvantaged children. Children will qualify if they are 3 or 4 years old, are receiving government-funded early education, and their parents receive benefits used to access eligibility for free school meals.

Research shows that these children are more likely to underachieve. The funding is provided in order to support these pupils in reaching their full potential. The government does not stipulate how the money is spent but it must be used to close the attainment gap between all pupils.

At Oxclose nursery we assess each child in receipt of EYPP funding termly and continuously track their progress using ongoing assessments. We then use EYPP funding to provide resources, experiences and targeted teaching to accelerate learning or provide greater challenge where needed. This is additional support to that provided to all other pupils.

Nature of Support 2019/2020:

How do we plan to use the EYPP funding?

We had up to 6 children in receipt of Pupil Premium for the school year 2019/2020.

Needs are:

The main area of need for this year's EYPP children was Listening and Attention, with many children having additional needs with Personal Social and Emotional Development. Some children needed interventions for immature speech sounds and expressive language skills.

The majority of children were performing in line with their peers but lacked confidence in larger groups and had issues with attendance.

Item/Project	Cost	Description of activity	Outcomes
BLAST training – Throughout year.	Trained Speech and Language support assistants time £13.65 per hour. (15 weeks) and Blast interventions one session (15min) per day for 15 weeks x 2 = £204.75	All staff trained to deliver BLAST intervention programme. This will be used as an intervention to support EYPP children in both PSE and Listening and Attention.	<u>Communication & Language.</u> Autumn Term: 68.3% of all children working at or above expected level of learning. Spring Term: 80% of all children working at or above expected level of learning.
Speech & Language support worker to support listening and attention and speech and language needs. – Throughout year.	Trained Speech and Language support assistants time £13.65 per hour. (17 weeks) and Blast interventions one session (15min) per day for 17 weeks = £232.05	Children to have weekly support for Listening and Attention. Individual and small group support, carefully planned to meet individual needs. Focus on listening and attention and turn taking.	<u>Personal, Social & Emotional Development</u> Autumn Term: 55% of all children working at or above expected level of learning. Spring Term: 80% of all children working at or above expected level of learning.
Parent support advisor time to support parents of EYPP children who were poor attenders to nursery.	Parent Support Advisor Time to meet with parents and for telephone appointments. = £100	Parents to have access to Parent Support Advisor from the Primary school. PSA will meet with parents to discuss any support they may need at home with their child. PSA will offer support to help them to attend nursery each day.	Spring Term: 80% of all children working at or above expected level of learning.
Early Years practitioner to support a child on a one to one basis during an extended induction period	Early Years Practitioner £13.65 per hour over a 3-week period. £150	One to one support from an Early Years Practitioner to support a child who struggled to part from Mum during an induction period.	
Resources and activities to support families during lockdown	Story books to promote rhyming words, (including a book to support transition to primary school) Mark making resources, Board games to promote turn taking and counting, Fine motor activities Creative craft packs. =£705	Regular phone calls during the lockdown were used to support the families of EYPP children during the lockdown. Both the child's educational needs and discussions with families were then used to design a set of resources that could support their learning at home. The resources were sent directly to the child's home. Regular emails and phone calls from the teacher were used to monitor each child's progress and provide additional support to parents.	<u>Maths Scores:</u> 36.7% of all children were working at or above the expected level of learning in Maths on entry in the Autumn term. This had increased to 80% by the Spring term. <u>Literacy Scores:</u> 25% of all children were working at or above the expected level of learning in Literacy on entry in the Autumn term. This had increased to 65% by the Spring term.

			Physical Development 63.3% of all children were working at or above the expected level of learning on entry in the Autumn term. This had increased to 88.3% by the Spring term.
Total Spend	£1391.80		

EYPP Children Progress Breakdown



Progress Breakdown Rec - 'pupil premium' (5 pupils)

07 October 2020

Aut1 2019-20 to Spr2 2019-20

All Pupils (5 pupils)	Listening and attention	Understanding	Speaking	Moving and handling	Health and self-care	Self-confidence and self-awareness	Managing feelings and behaviour	Making relationships	Reading	Writing	Numbers	Shape, space and measures	People and communities	The world	Technology	Exploring and using media and materials	Being imaginative	Average
Progressed by 6 steps or more	3 (60.0%)	2 (40.0%)	0 (0%)	3 (60.0%)	2 (40.0%)	3 (60.0%)	3 (60.0%)	1 (20.0%)	3 (60.0%)	4 (80.0%)	2 (40.0%)	3 (60.0%)	5 (100%)	3 (60.0%)	2 (40.0%)	3 (60.0%)	2 (40.0%)	2.6 (51.8%)
Progressed by 5 steps	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 4 steps	1 (20.0%)	1 (20.0%)	1 (20.0%)	2 (40.0%)	3 (60.0%)	2 (40.0%)	2 (40.0%)	3 (60.0%)	2 (40.0%)	1 (20.0%)	2 (40.0%)	1 (20.0%)	0 (0%)	2 (40.0%)	3 (60.0%)	2 (40.0%)	3 (60.0%)	1.8 (36.5%)
Progressed by 3 steps	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 2 steps	1 (20.0%)	2 (40.0%)	3 (60.0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (20.0%)	0 (0%)	0 (0%)	1 (20.0%)	1 (20.0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0.5 (10.6%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
No steps progress	0 (0%)	0 (0%)	1 (20.0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0.1 (1.2%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)

By the Spring term:

- 100% of EYPP children had made six or more steps of progress in People and Communities.
- 80% of EYPP children made six or more steps of progress in Writing.
- 60% of EYPP children made 6 or more steps of learning in Listening and Attention, Moving and Handling, Self Confidence and Self Awareness, Managing Feelings and Behaviour, Reading, Shape Space and Measure, The World and Exploring and Using Media and Materials.

EYPP strategy for 2020/2021

In the Autumn term we have identified four children who will receive EYPP funding. Communication and Language, particularly listening and attention has been identified as a primary need for three of these children. Individual group sessions will be provided by our specialist Nursery nurse. These sessions will focus on listening & attention, turn taking, and speech and language development. One child has been identified as achieving well in all areas of learning. This child will receive time working with our specialist nursery nurse to extend understanding in literacy and maths. All children will benefit from BLAST interventions. Learning packs will be provided to the children and differentiated according to their need should they be required to isolate. They will be further supported by regular phone calls from their keyworker if they are unable to attend nursery due to covid 19 restrictions.