

Sandy Lane Nursery and Forest School
"Nurturing curiosity and inspiring imagination"



2020-21 **Early Years' Pupil Premium** **(EYPP)** **Policy**

DOCUMENT STATUS

Produced By	Version	Date	Action
Sandy Lane Nursery and Forest School	1	08.12.16	Approved by school's Curriculum Committee
	2	12.10.20	Approved by school's Teaching and Learning Committee

Legislation

The School Information (England) (Amendment) Regulations 2012 (although not a statutory requirement for maintained nursery schools) -

http://www.legislation.gov.uk/uksi/2012/1124/pdfs/uksiem_20121124_en.pdf

Approval

Full governing body or a committee of the governing body

Frequency

Governing body free to determine

Introduction

From April 2015, nurseries, schools, childminders and other childcare providers will be able to claim extra funding through the Early Years Pupil Premium, to support children's learning and care.

Sandy Lane Nursery and Forest School can use the Early Years Pupil Premium (EYPP) funding in any way it chooses to improve the quality of the early years education that it provides. This could include, for example, additional training for staff on early language, investing in partnership working with colleagues in the area to further expertise or supporting staff in working in specialist areas such as speech and language.

It is well documented that high quality early education can influence how well a child achieves at both primary and secondary school (EPPE, EPPSE research), so the school does want to make the most of this additional funding. Each term, practitioners plan how this money is to be used, to intervene and raise attainment of these children.

Statement of Intent

Sandy Lane Nursery and Forest School believes that, by having the highest expectations of all learners, the highest possible standards will be achieved. The school receives additional funding in the form of EYPP for those children who meet one of the following criteria. From April 2015, pre-school children who receive early education and meet one or more of the criteria below would become eligible for the EYPP.

- ☐ Income Support
- ☐ Income based Jobseeker's Allowance
- ☐ Income related Employment and Support Allowance
- ☐ Support under part vi of the Immigration and Asylum Act 1999
- ☐ The guaranteed element of State Pension Credit
- ☐ Child Tax Credit
- ☐ Universal credit

Early Years Pupil Premium Grant

1 National rate

All eligible early years' providers will be funded at the national rate of 53p per hour per eligible child. This means that providers will receive £302.10 of each eligible child who takes up the full 570 hours of state funded early education that they are entitled to.

2 Our objectives

- 2.1 To provide additional educational support to raise the achievement of our pupils in receipt of the EYPP.
- 2.2 To narrow the gap between the educational achievement of these pupils and their peers.
- 2.3 To address underlying inequalities, as far as possible, between these children and others.
- 2.4 To ensure that EYPP funds reach the pupils who need them most.
- 2.5 To make a significant impact on the education and lives of these children.
- 2.6 To work in partnership with the parents of the children to collectively ensure their success.

3 Our Strategies

- 3.1 Assigning an EYPP lead teacher and an EYPP governor to champion the educational needs of the EYPP recipients and ensure the implementation of this policy. The EYPP teacher at Sandy Lane Nursery and Forest School is the deputy headteacher and the EYPP governor is the chair of governors.
- 3.2 Ensuring EYPP funds can be identified within the school's budget. This will be identified by a specific EYPP cost centre and ledger code, for easy reporting purposes.
- 3.3 The headteacher, in consultation with the EYPP lead teacher and governor, other governors, staff and parents, will decide how funds are spent.
- 3.4 Assessing the individual provisions required for each pupil in receipt of EYPP. A separate provision map will record all individual provision for each EYPP.

4 Potential Measures

- 4.1 Providing 1:1 and small group work with experienced teachers and teaching assistants to address specific knowledge gaps.
- 4.2 Reducing key group sizes to improve opportunities for effective teaching.
- 4.3 Creating additional teaching and learning opportunities.
- 4.4 Targeting the prime areas of learning, PSED, CLD and PD and the specific areas of Literacy and Mathematical Development in children below age related expectations.

5 Reporting

- 5.1 The school will monitor, evaluate and review the success of the impact of EYPP funding in terms of improving educational outcomes and cost effectiveness.
- 5.2 The headteacher will report annually to the governing body and parents on how effective EYPP spending has been and what impact has been made. Children eligible for EYPP will be identified in data analysis and the results compared to the full cohort and other vulnerable groups.
- 5.3 Information regarding the EYPP spending will be published on the school's website. (See Appendix 1)
- 5.4 All interventions and strategies are recorded and shared with parents on a regular basis.
- 5.5 This information will lead the thinking in the development of additional or alternative strategies and interventions to further improve the attainment of these pupils.

Appendix 1 – EYPP Reporting Template for the School Website

Early Years' Pupil Premium (EYPP) strategy statement

1. Summary information					
School	Sandy Lane Nursery and Forest School				
Academic Year		Total PP budget (approximate)		Date of most recent EYPP Review	
Total number of pupils		Number of pupils eligible for EYPP		Date for next internal review of this strategy	

2. Current attainment (mainstream)		
	<i>Pupils eligible for EYPP</i>	<i>Pupils not eligible for EYPP</i>
% 'on track' in PSE		
% 'on track' in C&L		
% 'on track' in PD		
% 'on track' in LD		
% 'on track' in MD		
% 'on track' in UW		
% 'on track' in EAD		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	
B.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
C.	
D.	

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.		
B.		
C.		
D.		

5. Planned expenditure					
Academic year	2016/17				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Total budgeted cost					
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Total budgeted cost					
iii Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

6. Review of expenditure				
Attainment after strategies				
		Pupils eligible for EYPP	Pupils not eligible for EYPP	
% 'on track' in PSE				
% 'on track' in C&L				
% 'on track' in PD				
% 'on track' in LD				
% 'on track' in MD				
% 'on track' in UW				
% 'on track' in EAD				
i Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
ii Targeted support				
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
iii Other approaches				
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost