

Windsor Nursery School

EARLY YEARS PUPIL PREMIUM

Autumn Term 2018

Total amount expected per pupil **Autumn 2018**: 53p x 15hrs x 14wks = £111.30p

Number of children claimed for Autumn Term 2018 = 35 out of 54 3and 4yr olds on roll = **65%** EYPP

Autumn Term 2018 anticipated income: £3,895.50

What barriers to learning are these children experiencing?

These vary according to individual needs.

1. We have identified that 10 EYPP children (5 morning and 5 afternoon) need extra time to support a calm introduction to nursery and separation from parents. This bespoke support is given by the key person and also Early Years Practitioner
2. 12 EYPP children (5 morning and 7 afternoon) need bespoke EAL support and help with developing their early communication skills.
3. 11 EYPP children need extra stretch (5 morning and 6 afternoon)– these children show potential to be high fliers in their learning and this will be supported with book sharing opportunities using more complex stories linked to their interests, to instil a love of books

What interventions are being funded by EYPP to overcome these barriers?

Bespoke daily input from a skilled Early Years Practitioner or, where appropriate, additional capacity to enable the key person to offer individual focus for a child or small group.

Cost: £3545.50 contribution towards funding this specific EYP3 role.

How will these be measured?

These will be measured through the impact on these children's developmental progress in areas related to the barrier identified:

1. Group 1, through progress in Personal, Social and Emotional Development (Managing feelings and behaviour)
2. Group 2, through progress in Communication and Language (Listening and Attention and Understanding)
3. Group 3, through Communication and Language (Speaking) and developing enthusiasm for books and stories.

IMPACT September - December 2018:

All children made at least small and important steps of progress, of particular note:

1. Progress made in Personal, Social and Emotional Development (Managing feelings and behaviour):

6 children made strong progress

2. Progress in Communication and Language (Listening and Attention and Understanding):

Listening and Attention – 7 children made strong progress and 4 children made exceptional progress,

Understanding – 7 children made strong progress and 4 children made exceptional progress.

3. Progress in Communication and Language (Speaking) and developing enthusiasm for books and stories:

5 children made strong progress and 3 children made exceptional progress.

Following the Autumn Term 2018 actions and impact, the leaders and staff team will meet to consider both the 35 EYPP eligible current nursery 3 and 4yr olds and the EYPP eligible children who are joining the nursery school in January 2019, to identify the barriers to learning these children are experiencing. Actions will be focused upon these needs and research and experience of effective interventions.

Spring Term 2019

Total amount expected per pupil **Spring Term 2019**: 53p x 15hrs x 12wks = £95.40p

Number of children claimed for Spring Term 2019 = 48 out of 78 3and 4yr olds on roll = **62%** EYPP

Spring Term 2019 anticipated income: £4,579.20

What barriers to learning are these children experiencing?

These vary according to individual needs.

1. 13 of the youngest children within the Oak 3and 4yr old nursery receive EYPP and are settling and finding their feet We have identified that these children need extra support for their positive transition into this provision to enable the key person to really get to know them and their parents/carers well. Additional EYP time enables this support to be possible.
2. 5 EYPP children (2 morning and 3 afternoon) need bespoke help with developing their early communication skills, 4 of whom have EAL.
3. 11 EYPP children need extra stretch (4 morning and 7 afternoon)– these children show potential to be high fliers in their learning and this will be supported with book sharing opportunities using more complex stories linked to their interests, to instil a love of books
4. 5 EYPP children (2 morning and 3 afternoon) need additional support with SALT targets or specific sound work.
5. 4 EYPP children need additional nurture support their well-being and to enable them to feel at home in the nursery environment
6. 17 EYPP children this term would benefit from the social enrichment, physical challenge and interaction with nature that a forest school experience offers.

7. 3 EYPP children need further opportunity and support to develop their physical confidence and skills
8. 5 EYPP children need bespoke support to ensure consistent attendance to maximise the benefits of nursery.

What interventions are being funded by EYPP to overcome these barriers?

For groups 1-5, bespoke daily input from a skilled Early Years Practitioner or, where appropriate, that practitioner to enable additional capacity for the key person to offer individual focus for a child or small group.

Cost: £4579.20 contribution towards funding this specific EYP3 role for this term.

How will these be measured?

These will be measured through the impact on these children's developmental progress in areas related to the barrier identified:

1. Group 1, through progress in Personal, Social and Emotional Development (Self-confidence and self-awareness)
Impact: We have seen, and our development data shows big leaps in self-confidence and self-awareness in 8 of the 12 children in this group.
2. Group 2, through progress in Communication and Language (Understanding)
Impact: We have seen, and our developmental data shows 2 of the 5 children made big leaps in their understanding this term. We will work closely to support those children who need continued bespoke help to progress through the summer term.
3. Group 3, through Literacy (reading)
Impact: 10 of the 11 children have made great progress in reading this term. We have seen reading and sharing books as a key activity favoured by children through the term.
4. Group 4, through progress in Communication and Language (Speaking) and developing enthusiasm for books and stories.
Impact: We have heard, and our data shows that 4 of the 5 children in this group have made big leaps in development and confidence this term. Bespoke support will be planned to support the child who has yet to progress as much.
5. Group 5, through progress in Personal, Social and Emotional Development (Self-confidence and self-awareness)
Impact: All 4 children showed improved well-being and made big leaps in confidence.
6. Group 6, through progress in Personal, Social and Emotional Development (making relationships) and Physical Development (movement and handling)
Impact: Every child in this group of 17, made a great leap in PSED development and 13 children made strong progress in PD, with 2 children making huge progress this term.
7. Group 7, through progress in Physical Development (movement and handling)
Impact: All 3 children in this group made big leaps in physical confidence and skill.
8. Group 8, through progress in Personal, Social and Emotional Development (making relationships)

Impact: The attendance rate for 4 of the 5 children in this group has been much higher this term with very positive consequences for their learning and development. Bespoke support will continue for 1 child and these children's attendance will continue to be monitored closely through the next term.

IMPACT January – April 2019 – please see above

Following the Spring Term 2019 actions and impact, the leaders and staff team will meet at the start of the summer term to consider both the 48 EYPP eligible current nursery 3 and 4yr olds and the EYPP eligible children who are joining the nursery school in May 2019, to identify the barriers to learning these children are experiencing. Actions will be focused upon these needs and research and experience of effective interventions.

Summer Term 2019

Total amount expected per pupil **Summer Term 2019:** 53p x 15hrs x 12wks = £95.40p

Number of children claimed for Spring Term 2019 = 55 out of 86 3and 4yr olds on roll = **64%** EYPP

Summer Term 2019 anticipated income: £5247

What barriers to learning are these children experiencing?

1. We have identified 9 EYPP children who will be making the transition into reception in a new school in September. We wish to offer them a series of forest school sessions to boost their self-confidence and their resilience to help this through this change. We know that the forest school experience has been very effective in helping children to develop self confidence in the past and believe this will be very valuable for these children.
2. We have previously identified that a lack of adequate waterproof clothing poses a barrier to fully accessing outdoor learning – a key feature in our curriculum offer. We therefore provide and maintain high quality effective outdoor clothing items, which need renewing from time to time. 15 new pairs of waterproof dungarees are required at this time.
3. Bespoke enrichment work is planned for 22 EYPP children informed by their progress in the previous 2 terms, including the previous term's range of barriers identified and EYPP actions. These bespoke actions relate to particular areas of learning and development. This work is enabled through both key persons and an additional highly skilled EYP3.
4. We recognise that making transitions from Nursery School to Primary School poses challenges for children, with these changes often interrupting their trajectory of learning and development. We are working to ensure strong support for 33 EYPP children and their parents through enabling visits from their new teachers and supporting children's visits to schools with staff joining them, plus a host of other strategies such as the 'transition photo board to see which friends will be there to

support each other, dressing up with uniforms, and storytelling/ discussion about the puppets, Grandma Betty and Grandpa Bill's, experiences of visiting other schools.

5. We want to ensure we hold high aspirations and provide resources and problem solving open ended play to challenge the thinking and creativity of our most able and developed children. We will make an outdoor water play area offer of some additional open ended water wall resources to fire interest and active participation particularly directed at 5 EYPP boys, who we hope will model higher level play and experimentation to other children.

Cost:

1. Contribution towards funding the cover for the forest school Early Years Educator and Early Years Practitioner for these sessions. £1097.82

2. 15 pairs of waterproof dungarees at £18.50 per set. £ £277.50

3. Contribution to additional highly skilled EYP3 salary of £2638.85

4. Contribution of £1000 for additional staffing capacity.

5. £233 for water wall resources

How will these be measured?

1. We will monitor these children's self-confidence and self-awareness progress and aspire to 1 step of progress for every child during this term.

Impact: All 9 children made or exceeded our progress target

2. We monitor children's access and use of the outdoor environment.

Impact: The children made very good use of the waterproofs this term!

3. We hold an ambition that each child in this group makes 1 stage of progress in the related learning and development area to their focus this term.

Impact: Every child made or exceeded our progress target this term

4. We will listen to parents and carers' feedback about the children's well-being and attitude to anticipating moving school and following transition visits to their new schools and gain feedback from the children directly.

Impact: We have had a higher engagement from the schools the children are moving to in September, with more visits for children set up, and staff also visiting Windsor. Nursery staff have visited the children on some transition visits and so many children are excited and positive about going to 'big' school.

5. The engagement and impact will be held in these children's learning journey's for the children and their parents, and this and the wider contagion of ideas and play will be considered in the staff evaluation and planning meetings to feed the offer to children.

Impact: Children have been learning very actively through water play, demonstrating lots of levels of thinking – their learning journeys are rich with examples. Exploring how a cistern works has been a particular challenge!