



Horde Nursery School
Early Years Pupil Premium Expenditure: Report for Parents: 2016/17

Overview of the School

Number of children and Early Years Pupil Premium received		
Total number of pupils on roll	Autumn 16	55
	Spring 17	67
	Summer 17	74
Total number of pupils eligible for EYPP	Autumn 16	14
	Spring 17	14
	Summer 17	16
Amount of EPPG received per pupil	Autumn 16	£111.30
	Spring 17	£93.81
	Summer 17	£82.68
Amount of EYPP received termly	Autumn 16	£1558.20
	Spring 17	£1313.34
	Summer 17	£1322.88
Total amount received		£4194.42

Rationale

The Early Years Pupil Premium Grant is a Government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided in order to support these pupil in reaching their potential. The Government have used pupils entitled to Free School Meals as an indicator for deprivation and have deployed a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School Meals over a rolling six year period (Ever 6 Pupils). The fixed amount on money is expected to increase every year over the course of this current Parliament. At Horde Nursery School we are using the indicator of those eligible for Free School Meals as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment.

The Government is not instructing schools on how they should spend this money, it is not ring-fenced. The Government however is clear that schools will need to employ the strategies that they know will support their pupils to increase their attainment and that they will be accountable for 'closing the gap'.

In order to meet the above requirements, Horde Nursery School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. As part of the additional provision made for pupils who belong to vulnerable groups we will ensure that the needs of the socially disadvantaged pupils are adequately assessed and addressed through termly pupil progress meetings and data analysis. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive Free School Meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right therefore to allocate the Early Years Pupil Premium funding to support any pupil or groups of pupils that we legitimately identified as being socially disadvantaged. Limited funding and resources will also mean that not all the children receiving free school meals will be in receipt of Early Years Pupil Premium funded interventions at one time.

At Horde Nursery school we see raising the attainment of disadvantaged children as part of our commitment to help all children to achieve their full potential by:

- Promoting an ethos of attainment for all pupils rather than stereotyping disadvantaged children as a group with less potential to succeed
- Having an individualised approach to addressing barriers to learning at an early stage through early intervention
- Focussing on high quality teaching and effective deployment of staff to support disadvantaged children
- Make decisions based on detailed data analysis and responding to evidence each term

How are we using our EYPP funding?

From our on entry data it is apparent that many children, including those eligible for EYPP funding, entered nursery below or significantly below expectations in all areas of learning.

Looking at the data specifically relating to our EYPP children, it is identified that support and targeted intervention is required in the areas of PSED, Communication and Language, Literacy, Maths and Moving and Handling within Physical Development.

Nature of Support 2016/17

- Targeted support through intervention groups linked to the areas of: Personal, Social and Emotional; Communication and Language; and Maths
- Intervention groups to support fine motor skills linked to Moving and Handling and Writing
- Contracted specialist services linked to physical development to support gross motor skills and the area of Moving and Handling
- Contracted professional services linked to speaking, listening and attention
- Purchase of resources to support the delivery of the 'Again' project to raise achievement in reading

Item/Project	Cost	Objective/Description of activity	Predicted Outcome
Speech and Language Therapist support sessions	Contribution towards SALT SLA with Hartlepool NHS £2,000	Targeted individual support for 6 children including assessments, reviews, individual support sessions, work with parents and guidance for staff	To develop/improve: <ul style="list-style-type: none"> • listening and attention skills • speech and communication skills, widening vocabulary • receptive language • staff knowledge and skills • parental involvement and understanding •
Personal, Social and Emotional Development intervention	2 terms @ 3 hours per week - 1.5 hours for both am/pm sessions £715.00	Targeted children to attend a number of sessions designed to improve behaviour, concentration and interpersonal skills.	To develop/improve: <ul style="list-style-type: none"> • Turn taking skills • The ability to share • self-confidence and to raise self-esteem • friendships and relationships with other children • emotional wellbeing
Targeted small group support for Maths	25 weeks @ 2 hour per week 30 mins twice a week for both am/pm sessions	Targeted small group maths support provided by a Teaching Assistant. Support will be linked closely to individual children's assessment	To develop/improve: <ul style="list-style-type: none"> • basic skills in counting • number recognition • concepts around shapes, space and measure • self-esteem, enjoyment, motivation and confidence

	£542.00	records and the needs identified.	<ul style="list-style-type: none"> • maths misconceptions as they arise
Targeted small group support for developing fine motor skills	25 weeks @ 1 hour per week 15 min sessions across am/pm £271.00	Targeted small group fine motor support provided by a Teaching Assistant- Squiggle, dough gym etc Support will be linked closely to individual children's assessment records and the needs identified.	To develop/improve: <ul style="list-style-type: none"> • fine motor skills in the area of moving and handling and writing • self-confidence and self-esteem • attention and listening skills
Simply Sport	Weekly sessions from January to May £500.00	Weekly sessions to support children's development of gross motor skills, concentration skills and self-esteem.	To develop/improve: <ul style="list-style-type: none"> • physical and gross motor skills in the area of moving and handling • self-confidence and self-esteem • attention and listening skills
Resources for specialist reading project	One off purchase of books £170	The purchase of books to support the 'Again' project. This will assist with and provide group reading experiences for the children. The books will also be available for parents to borrow, to support reading at home.	To develop/improve: <ul style="list-style-type: none"> • the ability to handle books correctly • the enjoyment of stories and books • listening and attention skills • recall skills • understanding and awareness • the ability to ask and answer questions
Total- £4198.00			

Measuring the impact of EYPP spending 2016/17		
Item/Project	Objective/Description of activity	Evaluation/Impact
Speech and Language Therapist support sessions	Targeted individual support for 6 children including assessments, reviews, individual support sessions, work with parents and guidance for staff	<ul style="list-style-type: none"> • SALT SLA enabled children to be referred and assessed quickly. • Outcomes for children were achieved through individual targeted sessions • Transfer of knowledge to staff proved effective- using suggested strategies and advice • Parents keen to engage and continue strategies at home
Personal, Social and Emotional Development intervention	Targeted children to attend a number of sessions designed to improve behaviour, concentration and interpersonal skills.	<ul style="list-style-type: none"> • A recognised improvement evident in Turn taking skills and the ability for children to share • Through observation it was apparent that the children's self-confidence had improved greatly through the sessions • Friendships gained within the group extended into the wider nursery

Targeted small group support for Maths	Targeted small group maths support provided by a Teaching Assistant. Support will be linked closely to individual children's assessment records and the needs identified.	<ul style="list-style-type: none"> Recognised improvement in counting skills and number and shape recognition High levels of motivation and self-esteem Children using mathematical knowledge and understanding gained, within the environment
Targeted small group support for developing fine motor skills	Targeted small group fine motor support provided by a Teaching Assistant- Squiggle, dough gym etc Support will be linked closely to individual children's assessment records and the needs identified.	<ul style="list-style-type: none"> Development of fine motor skills evident through drawings and other mark making activities (documented in Learning Journals and displays within nursery)
Simply Sport	Weekly sessions to support children's development of gross motor skills, concentration skills and self-esteem.	<ul style="list-style-type: none"> Children excited and motivated by the range of activities provided. Development of gross motor skills evident through data
Resources for specialist reading project	The purchase of books to support the 'Again' project. This will assist with and provide group reading experiences for the children. The books will also be available for parents to borrow, to support reading at home.	<ul style="list-style-type: none"> Development of skills evident through assessments, observations and sessions Increase in sale of books to read at home- parents asking for particular books that have been covered within nursery

What does our Data show?

On Entry Data for EYPP children

	% of children in line with expectations on entry
PSED	3%
CL	7%
PD	10%
L	7%
M	10%

On Exit Data for EYPP children

% of children in line with expectations on exit	% of children above expectations on exit	Total in line and above expectations on exit
65%	12%	77%
65%	12%	77%
72%	14%	86%
69%	7%	76%
72%	7%	79%

The data highlights that there has been a significant increase in the percentage of EYPP children exiting in line and above expectations. The directed interventions have supported this increase, which has assisted in closing the gap for this particular group of children.

The overall point gain for all EYPP children demonstrates that each child made good or outstanding progress.