

Pupil Premium Nursery Report

2016-2017

The early years pupil premium (EYPP) is additional funding for early years settings to improve the education they provide for disadvantaged 3- and 4-year-olds.

These funds are designed to close the gap between pupils considered to be disadvantaged through low-income, and all other pupils, by addressing inequalities and targeting support at these pupils.

currently pupils in total on roll of these:

7 children - 2 year olds receive early education entitlement.

3 children – 3 years and above are receiving the early years pupil premium (EYPP)

Pupil Premium Funding

£302.10 per year per pupil for children aged 3 and 4

All areas identified for action and strategy using the Pupil Premium funding are included as priorities in the School Development Plan. Priorities are informed by rigorous school self-evaluation. Future planning for Pupil Premium spending will be part of the annual evaluation process.

We are committed to ensuring the pupil premium is spent to maximum effect. We want to ensure that the EYPP we receive is spent effectively to meet the individual needs of our children, their families and our setting.

We have used research and publications including those from the Ofsted Good Practice Series, and findings of studies to enable us to make decisions relating to provisions. We consider trends in our setting, the longevity of the strategy alongside what is already in place.

'Thought is given and appropriate plans are made annually to ensure that there is understanding within the school community to children's barriers to learning.' IQM July 2016

Learning without limits

Our vision for all children. Yet we recognise that one of the biggest barriers for children can be poverty of expectation and so we are determined to create a climate that does not limit a child's potential in any way.

We have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to exceed expectations.

'Pupils achieve well and are all encouraged to do their best, irrespective of ability, disability, social background, ethnicity or gender.' Inclusion Quality Mark (IQM) 2014

'A strong feature of the school is its commitment to high quality teaching which impacts positively on the progress of all groups of learners.' IQM July 2016

Accreditations reflecting our best practice include: Artsmark Gold, Healthy schools Mark, ICT Mark, Inclusion Mark and we become a 'Centre of Excellence.' 2014 and have since been reviewed in July 2016

Nature of support 2015/16

| objective | How this was achieved | IMPACT |
|---|--|--------|
| <ul style="list-style-type: none"> Improve communication and language skills language <p>£1,190 blocks</p> <p>£420.00</p> <p>No cost this financial year- bought through school budget to be utilised by nursery £10,590</p> | <p>Early language focus Displays and leaflets with a focus on development of language so that families know what to expect when and the importance of their role. Ideas for them at home. Leaflets will be able to be shared as and when the need arises.</p> <p>Training - Makaton training for all staff</p> <p>Resources which require co-operation and are open-ended - Purchase block play (Community Play Things)</p> <p>Performance Management Focus All staff have objectives focused on quality of interactions with children.</p> <p>Speech Therapist Expert support and advice fortnightly provided by speech therapist who works directly with children.</p> <p>Video camera- Iris We use these in a range of ways to impact on many aspects of practice. Interactions between staff and children are recorded and then analysed to ensure children are having quality interactions in as many situations as possible. Children's speech is recorded either in areas of continuous provision. Transcripts or audio files could be kept as evidence of impact. Clips could be shared with parents with discussions which focus on the learning. This may make it more informative for the parent.</p> | |
| <ul style="list-style-type: none"> To ensure our pupils are well prepared for the transition to School <p>£13,320 (existing cost but utilised in new way)</p> | <p>Transition TA we employ a practitioner to work jointly to support transition for our vulnerable pupils between nursery and reception. September moving to reception with them and then in the summer term working with children in the nursery.</p> | |
| <p>£1,610</p> | <p>Total expenditure</p> | |