

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



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
	3	03.12.24	Approved by full governing body
	4	29.06.26	Approved by 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

Review

Governing body free to determine

Amendments

v3

- Updated to reflect the changes in funding and the updated strategy proforma

v4

- Removal of hourly rate information, changes in EYPP leads

Introduction

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

Sandy Lane Nursery and Forest School can use the 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

Children may also be entitled to EYPP if they are being looked after by the local authority or have left care through:

- ☐ adoption
- ☐ special guardianship order
- ☐ a child arrangements order

Early Years Pupil Premium Grant

1 National rate

All eligible early years' providers will be funded at the national rate calculated per hour for each eligible child. This means that providers will receive an amount for each eligible child who takes up the full 570 hours of state funded early education that they are entitled to. The hourly rate is reviewed at least annually and the Local Authority update schools on the amount they can expect to receive for each eligible child.

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 mainstream EYPP teacher at Sandy Lane Nursery and Forest School is Jamie Lee Kirkbride and our EYPP Lead for children with SEND is Nikki Carney, our the deputy SENDCo and the EYPP governor is Racheal Ellison.
- 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 (personal, social and emotional development), C&L (communication and language) and PD (physical development) and the specific areas of LD (literacy development) and MD (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

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	
Number of pupils in school (Mainstream 3-4-year olds)	
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers	
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	
Pupil premium lead	
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

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Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	
2	
3	
4	
5	
6	

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1.	
2.	
3.	
4.	
5.	
6.	

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed

Total budgeted cost: £

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the academic year.

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Externally provided programmes

Programme	Provider