



West Exe Nursery School

Early Years Pupil Premium (EYPP) Report

The aim of the Early Years Pupil Premium is to narrow or close the gap between children from disadvantaged backgrounds and other children by providing additional funding to schools and settings such as ours, therefore providing the opportunity to raise the quality of provision we offer.

All children aged three and four who meet the eligibility criteria will benefit from the funding. This funding is paid directly to us on an hourly rate basis, linked to claimed hours for entitled children. The annual value for a 15-hour place over a full year is just over £300. In order to be able to claim this funding we require parents to sign the funding agreement which asks for details of parent's date of birth and National Insurance number.

Which three-and four-year-olds will be eligible for the EYPP?

At West Exe Nursery School 17% of children are currently eligible for EYPP.

A child will be eligible for the EYPP if they:

- Are in a low-income family and their parents are in receipt of benefits (one or more), for example, Child Tax Credit and Income Support.
- Have been adopted from care.
- Have left care through special guardianship
- Have been looked after by the Local Authority for at least the span of one day
- Are subject to a child arrangement order.

As an Early Years setting, we have the freedom to choose how we spend the money to best support disadvantaged children in our care.

Our Nursery School will use any additional funding in the following ways:

Continue our commitment to furthering our knowledge within our continuing professional development by attending training relevant to our children's needs

Provide support to families such as information awareness sessions.

Providing additional staff to allow us to focus on a series of time limited interventions for children 1-1 and in small groups

Purchasing additional resources

Measuring the impact of the EYPP

We are continuing to review our children's development and refreshing our strategies to support children who are not working at typical levels for their age and stage of development. The practical ideas that are implemented on a daily basis are only a few of the strategies used and their success can be monitored from their individual education plans via do, plan, review. However, there are other ways that we measure and monitor the impact we have on families.

These are: -

Parental questionnaires

Informal conversations at the start or end of a day

Parent feedback through the 'Tapestry' online Learning Journals

Formal consultations

Success after the implementation of the Devon Assessment Framework and

Teams around the family meetings

Conversations with professionals we work alongside to support families

Feedback from feeder primary schools

ELIM – language assessments

Leuven Well Being and Involvement Scales