

Beamish Primary Nursery School

Early Years Pupil Premium Expenditure: 2019/20

Overview of the School

Number of children and Early Years Pupil Premium (EYPP) received	
Total number of children on roll	Autumn 2019 – 5 Spring 2020 – 8 Summer 2020 - 9
Total number of children eligible for EYPP	Autumn 2019 – 1 (20%) Spring 2020 – 2 EYPP Summer 2020 – 4 EYPP
Amount of EYPP received per child (average)	Average £97 per term
Amount of EYPP received termly	Autumn 2019 – £97 Spring 2020 – £194 Summer 2020 - £388
Total amount received	£ 697

Rationale

The purpose of Early Years Pupil Premium (EYPP) funding is to help ‘close the gap’ between the lowest achieving children and those who are making age appropriate progress or above. The Government allocates extra money per pupil directly to the school when families meet certain criteria relating to household income. Research has shown that these children are more likely to under achieve, therefore the EYPP is specifically used to make sure they reach their full potential in the Early Years.

We have to explain the reasoning behind the way this funding is spent and demonstrate the positive impact it has on this group of children’s progress because we are accountable to the DFE/Ofsted, Governors and the whole school community.

In order to meet the above requirements, Beamish Nursery 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.

Our on entry data shows that many of the children, including those with EYPP group start nursery school below age related expectations in all areas within the prime areas of Personal, Social and Emotional, Communication and Language and Physical development. We also see children whose well-being and self-esteem is particularly low and recognise the highly negative impact this has on their potential to learn. In response to this we want to provide rich learning opportunities that address all of the above.

Nature of Support 2019/2020
<ul style="list-style-type: none"> • Targeted support across Nursery specifically linked to PSED, CLL and PD • To engage parents in reading at home by providing the materials and guidance of new book packs • Focus on social, emotional and behaviour – targeted support to help children manage their feelings and behaviours, use of specialist resources • Building children’s confidence and self-esteem • Targeted support to develop speech and language • Implementation of ‘Talk Boost’ a programme to develop speech and conversation skills. • To increase parental engagement of disadvantaged pupils. • To provide breakfast/snack at the beginning of each session for those children in receipt of EYPP

Area for Development	Cost	Objective/Description of activity Item/Project	Predicted Outcome
Targeted Support			
<p>To develop early reading skills; Having the opportunity to listen to stories at home, looking at picture books and discussing pictures in books at home.</p>	<p>Class sets of new books Making resources for simple activities to accompany the book (including adding drawing materials etc) Wallets/bags to carry book pack from Nursery to home.</p>	<p>To create new book packs for 3/4 year old nursery children to enable children to look at books at home, listen to the stories and engage in simple activities linked to the story books. Create a leaflet to explain the importance of reading at home.</p>	<p>To develop a love of reading and increased skills when it comes to looking at a book and listening to a story. Developing early skills in comprehension e.g. looking at the pictures to help answer questions Bags have been purchased and leaflets created</p>
<p>To expand children's vocabulary. To develop speech and language skills</p>	<p>TA to implement talk boost intervention programme 3x30 min sessions over 10 week period</p> <p>Purchase resources which require co-operation and are open-ended (loose parts to imagine and create with). In continuous provision to ensure language opportunities are maximised for example if there are buckets in the sand area are they of differing sizes, colours and materials so that children can show what they know e.g. "I want the big shiny bucket to make my castle with." £150</p>	<p>On entry to 3-4 nursery assessment information clearly highlighted Communication and Language as an area of weakness. Speech affects all areas of the curriculum. Many of our children require lots of opportunities to develop listening and speaking skills in preparation for reading Some children have limited vocabulary and require a language rich environment Some of this work is tailored to meet individual needs and some is small group work. Raised self esteem and wellbeing The support we provide includes:</p> <ul style="list-style-type: none"> • Early Talk Boost – a small group intervention for nursery aged children is used to develop early language skills. • Forest Schools – an intervention to develop listening, understanding and attention skills • Song and rhyme time/ musical minis – through enjoyment of music/songs and rhyme time children develop their listening, attention and speech and language skills. • Purchase open ended / loose parts to encourage language development 	<p>Children will: Develop their speech and language skills resulting in</p> <ul style="list-style-type: none"> • improved speech and communication skills, • widened vocabulary • raised confidence. • Improved listening and attention • Improved social communication <p>During forest skills sessions children will not only develop their language, communication and speech skills but also develop their:</p> <ul style="list-style-type: none"> • Resilience • Independence • Curiosity and wonder • creative thinking • fine and gross motor skills • learn to manage risk appropriately <p>Open ended resources purchased Vocabulary and speech activities were a focus</p>

		<ul style="list-style-type: none"> • Where possible use/buy real objects to widen vocabulary by being able to discuss, e.g. the size of the orange, how it feels, what it smells like, tastes like etc – not just the picture of the orange. • Small group phase 1 activities - Targeted development of language, auditory skills and talking through phase 1 letters and sounds activities 	for home learning activities too
Listening, attention and concentration improved for the majority of the children	Staff training for new staff – BLAST Smaller intervention groups to support listening and attention – more specific work for fewer children	Children’s listening and attention is a barrier to learning; therefore we plan small interventions in our snug (less distracting space) which allow each child to have less distractions and more time to process information.	Improved listening and attention skills and concentration for working in busier environments Talk boost incomplete but sessions were going well and child making good progress Talk boost and speech activities were focussed on in KW group at Pelton during lockdown.
PSED intervention needed as results from data analysis showed this was a particular area of need for our EYPP children especially. Managing feelings and behaviours and making relationships in Personal Social and Emotional Development were recognised as particularly low.	1 EYPP children x 20 mins per week x 25 weeks = £11.70 per hour	EYPP child to be supported in their development of social skills and behaviour through <ul style="list-style-type: none"> • targeted child –initiated play • through the time to talk intervention • whole class planned PSED sessions • forest schools programme • Targeted Key worker groups In order to raise children’s self-esteem, well-being and their listening and attention skills we implemented some small group activity work where children have more time to learn new skills and also have the opportunity to have success in smaller groups as the activities can be more tailored to individual needs	<ul style="list-style-type: none"> • Develop skills in turn taking • Encourage sharing • Increase self awareness and confidence • Recognise and name their emotions • Improved behaviour and peer relationships • Work collaboratively and individually at own pace We made good progress with this intervention and data showed increases in attainment from low starting points, were able to continue as child attended KW nursery during lockdown
We recognise that some children arrive at school without a	£5 per week 38 weeks = £190	We offer breakfast / snack at the beginning of each session for children in receipt of Early Years Pupil Premium	<ul style="list-style-type: none"> • Better performance in the nursery

nutritious meal which can impact on readiness to learn and behaviour for learning.			<ul style="list-style-type: none"> Improved attention on the task at hand Improved behaviour
To provide free school lunches for EYPP children		To ensure children in receipt of EYPP receive a nutritious lunch on the days they attend Nursery	Improved diet, better concentration Daily breakfast packs continued to be offered, breakfast offered in school too
Quality of teaching for all			
The experiences of children in Nursery will be enhanced through visits and visitors		Educational Visits to spark interest and engagement in children. Fully fund any educational visits for those children in receipt of EYPP. Not being present on visits would hinder further interest/lack engagement in following sessions.	Widening of learning experiences, and providing extra interest and socialisation for children. Real life opportunities to learn new vocabulary and enthused to use it.
High quality resources in the setting will enable progress to be made in key areas	Consumables	Resources will be audited. Key areas will be targeted including reading, mark making, number and social skills. These will be aimed at allowing children to apply key skills in all areas – EYPP children’s interests will be taken into consideration and resources adapted and purchased to entice those children into specific areas to ‘close the gap’ in specific areas needed (as determined from data analysis and quality observations).	Increase in coverage and development in all 7 areas and progress recorded in each area for EYPP children, using children’s specific interests to help gain their interest in specific areas. New play resources were purchased with child’s interests in mind for KW nursery.

Measuring the impact of EYPPG spending 2019-2020

Measuring the impact of the activities implemented through the Early Years Pupil Premium will be an integral part of all evidence provided. This will link to our current formative and summative assessment process. The learning journals show progress of the child’s holistic development through prime and specific learning and development areas.

The specific progress of the children in receipt of EYPP is usually compared to other children in order to see differences diminishing. The impact of EYPPG spending is usually monitored throughout the year, and analysed once the data is available. However due to lockdown and the impact of Covid-19 and the resulting closure of school and nursery from March 2020 until September 2020, we had a shift in emphasis on what the money needed to be spent on to help our EYPP families and so we quickly adapted and changed our EYPP spending. We did this in order to support our children learning from home and having the resources to be able to access the home learning resources and to carry out the tasks. We used the money to create resource packs for children which included, paper, coloured paper, booklets, printed packs of learning, play dough, play dough cutters, colouring pencils, felt tip pens, story books, scissors, bags, etc. We printed weekly packs for children who couldn’t access the online learning activities. We also supported our families by

making up breakfast boxes and offered these daily to be collected. We offered free packed lunches for EYPP children. Staff made home visits and weekly telephone calls for safeguarding purposes were made. Resources were purchased for live learning to take place.