

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



2024 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 | 06.11.24 | Pending approval from FGB Dec 24 |

Legislation

The School Information (England) (Amendment) Regulations 2012 (although not a statutory requirement for maintained nursery schools) -

http://www.legislation.gov.uk/ukxi/2012/1124/pdfs/ukxiem_20121124_en.pdf

Approval

Full governing body or a committee of the governing body

Frequency

Governing body free to determine

Amendments November 2024

Statement of intent – inclusion of 2 year olds in criteria p3

Updated funding amount p3

Updated lead teachers, from DHT, and link governor, from CoG p4

Adding a further measure, 4.5 – parental engagement p4

3.4 – removal of words ‘provision map’ replaces by ‘a record of EYPP spend’ p4

5.4 amended to include parental contribution p5

Appendix 1 – updated template for reporting p6

Introduction

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

Sandy Lane Nursery and Forest School can use the Early Years Pupil Premium (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 2 year olds or 3 and 4 year olds accessing free 15 hour entitlement and who meet one of the following criteria.

- 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

Early Years Pupil Premium Grant

1 National rate

All eligible early years' providers will be funded at the national rate of 68p per hour per eligible child. This means that providers will receive £387.60 of each eligible child who takes up the full 570 hours of state funded early education that they are entitled to.

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 the Garden Room lead teacher and the SEND EYPP teacher the full time Rainbow Room teacher. The EYPP governor is quality of education link governor
- 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 record of EYPP spend is also maintained.

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, CLD and PD and the specific areas of Literacy and Mathematical Development in children below age related expectations.
- 4.5 Supporting parental engagement through a variety of workshops and home learning experiences

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, via the annual EYPP Strategy Statement.
- 5.2 The deputy 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 are planned and assessed by staff. Parents are also invited to provide updates on home learning activities which contribute to each child's end of term assessment .
- 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



Sandy Lane Nursery and
Forest School

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 | |
| 7 | |

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 |
|------------------|------------------|
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| | |

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, resources)

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:

Externally provided programmes

| Programme | Provider |
|------------------|-----------------|
| | |

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 xx to xx academic year.

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