

# William Harding Early Years Pupil Premium Plan *EYPP* Pre-school (Action Plan) 2020 – 2021

## A guide to Early Years Pupil Premium

If your child is eligible for free school meals, schools may also be entitled to receive a sum of money to boost their learning.

### What is Early Years Pupil Premium?

Early Years Pupil Premium (EYPP) is additional funding for early years pre-school settings to improve the education they provide for disadvantaged 3- and 4 year-olds including, but not restricted to, those adopted from care.

The funding goes directly to registered early years providers (including pre-schools, nurseries and childminders) that offer children the free early education entitlement.

### Is your child eligible?

Children who are 3 and 4 and who meet the eligibility criteria will be funded at a rate of 53p an hour which equates to £302.10 per annum. If your child qualifies this information will allow them to access funding into Reception class.

Eligibility criteria are that families need to 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 (provided they're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on, which is paid for 4 weeks after they stop qualifying for Working Tax Credit
- Universal Credit
- they have been in local-authority care for 1 day or more in England or Wales
- they have been adopted from care in England or Wales
- they have left care under a special guardianship order or residence order in England or Wales

### How can it be spent?

**Pre-schools can choose how to spend their pupil premium money**, as they are best placed to identify what would be of most benefit to the children who are eligible.

Common ways in which schools spend their pupil premium fund include:

- Extra one-to-one or small-group support for children within the classroom
- Paying for additional help such as speech and language therapy or family therapy
- Investing in resources that boost children's learning
- Creative and bespoke ways to support the pupil

**All of the children in a class will reap some benefit from how the school spends its pupil premium:** for example, if the money is used to fund an additional teaching assistant who works across the whole class, rather than providing one-to-one support.

### How is it spent at William Harding?

At William Harding we have chosen to spend our Early Years Pupil Premium money to support the following areas which we have identified as being barriers to success for our Pupil Premium children'

- Improving learning for eligible pupils
- Well-being and pastoral support for eligible pupils
- Increased attendance rates for eligible pupils

All schools have to show how they are using their pupil premium fund appropriately. In our William Harding Pupil Premium Plan 2019/20 we show you how much money we have been allocated, how we intend to spend it and how it makes a difference to the attainment of disadvantaged pupils.



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1. Summary information					
School	William Harding Pre-School			Total PP budget £1,510.50	
Total number of pupils	90	Number of pupils eligible for EYPP	5	Date for next internal review of this strategy	Sept 2021
2. Barriers to future attainment (for pupils eligible for PP, including high ability)					
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )					
A.	The percentage of pupils eligible for PP attaining the expected level in each year group is generally below that of pupils not eligible for PP				
B.	Pupils eligible for PP lack opportunities due to financial disadvantage & may have fewer life experiences to link to their play & learning				
C.	Pupils eligible for PP may suffer from low self-esteem; they may lack motivation and aspiration and this may affect their attitude to learning				
D.	Pupils eligible for PP have had an extended period of time at home away from a structured and safe school environment, with varied access to home learning				
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )					
E.	Attendance for PP children is below attendance for non PP – this reduces their school hours and causes them to fall behind				
3. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>		<i>Success criteria</i>		
A. D.	Diminishing the difference of EYPP pupils so they achieve in line with national non PP children in key areas of EYFS curriculum.  Improved % attainment of disadvantaged pupils % attendance improves SZ BT		<ul style="list-style-type: none"> <li>● For disadvantaged children to reach expected levels</li> <li>● Pupil Progress Meetings, data analysis shows the difference between attainment of PP pupils and non PP pupils is diminished or is non existent</li> <li>● Pupils eligible for PP make good progress in key areas of EYFS curriculum including phonics</li> </ul>		
B. E.	Increased home support, parental engagement so pupils can access all the enrichment taking place at pre-school  % of FLO team support Practitioners notes of meetings/communications		<ul style="list-style-type: none"> <li>● Increased attendance of PP parents at parental workshops and events enabling greater support of their children COVID</li> <li>● Parents are more actively involved in their children’s learning and work with the pre-school to prepare pupils for school COVID</li> <li>● Staff to organise enriching experiences to enhance the children’s understanding and engagement in play COVID</li> <li>● Pupils eligible for PP experience a range of life, awe and wonder experiences COVID</li> <li>● Pupils diminish the difference in early reading and mark marking/writing</li> <li>● PP pupils complete home learning/engagement with school</li> </ul>		
C.	Social emotional needs of PP pupils are met resulting in a more positive attitude to learning and higher attainment FLO/Counsellor lists % of PP pupils seen		<ul style="list-style-type: none"> <li>● Pupils eligible for PP display positive behaviours and respond to precision intervention for emotional and social issues</li> </ul>		

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	Behaviour records % of PP Improved % attainment of disadvantaged pupils	<ul style="list-style-type: none"> <li>• The gap between PP and all pupils in key areas of EYFS curriculum will diminish in all year groups due to enhanced learning behaviours</li> <li>• Staff to monitor pupil wellbeing and report to the pastoral team concerning issues arising PP</li> <li>• Children are supported through nurture activities, enabling them to be in a better place to access learning</li> <li>• PP pupils access our FLOs, counsellor and other programmes to receive support with their emotional wellbeing</li> </ul>
<b>D.</b>	Increase attendance rates for pupils eligible for PP and vulnerable pupils. <i>Not statutory school age.</i> Attendance % and records	<ul style="list-style-type: none"> <li>• Overall PP attendance continues to improve in line with others</li> <li>• No PP child is missing education</li> <li>• Gap between % of late sessions for pupils eligible for PP and those not eligible for PP narrows</li> </ul>

### 4. Planned expenditure

Demonstrating how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

#### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
<p>A. Diminishing the difference further of PP pupils in EYFS so they achieve in line with national non PP children. Improve attainment of disadvantaged pupils.</p> <p>Improve attainment of disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• All staff have a target for PP attainment/progress on performance management</li> <li>• Ensure PP pupils are regularly observed and targeted in adult directed activities</li> <li>• Children to have challenge in lessons and not have a 'setting' ceiling placed upon them</li> <li>• Pupil Progress meetings focus on all &amp; PP as a group and individuals ensuring ALL PP are on the provision map for interventions</li> <li>• Identify and address main barriers to learning for pupils eligible for PP</li> <li>• Be responsible for the deployment of additional</li> </ul>	<p><b>Rationale:</b> We believe that pupils will reach their FULL potential if support is carefully focused</p> <p><b>Evidence:</b> The Pupil Premium: an Update Ofsted 2014 reports that 'effective leaders identify their pupils' specific needs accurately and promptly so that low attainment can be tackled at the very earliest stage</p> <p><b>Evidence:</b> EEF Toolkit suggests high quality feedback is an effective way to improve attainment</p> <p><b>The Pupil Premium:</b> Update Ofsted 2014 reports that 'Routinely, good and outstanding schools demonstrate unwavering commitment to closing the attainment gap'. 'They target interventions forensically...</p>	<ul style="list-style-type: none"> <li>• Pupil observation/Pupil voice</li> <li>• Lesson observation to ensure strategies being implemented effectively</li> <li>• Monitoring and analysing data on tapestry &amp; Flight paths</li> <li>• Pupil Progress Meetings</li> <li>• Disadvantaged pupils to be effectively supported in class to 'keep up' not catch up and therefore meet their full potential</li> </ul>	HT, DHTs AHTs	<p>Termly</p> <p>Half termly Pupil progress reviews.</p> <p>Regularly reported in HT report to Governors.</p>

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	resources targeted at improving outcomes for disadvantaged pupils, and to monitor and evaluate its impact				
<b>ii. Targeted support</b>					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
<p>A. Diminishing the difference further of PP pupils so they achieve in line with national non PP children</p> <p>Improve attainment of disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Bespoke interventions to be put in place to support closing the gap</li> <li>• Practitioners support the PP to achieve the appropriate development levels</li> <li>• The environment will be regularly reviewed, with needs of PP children prioritised</li> </ul>	<p>Practitioners will be supported to ensure PP pupils make accelerated progress and gaps with non PP are closed.</p> <p>Practitioners will understand barriers to learning for their PP children and be supported with strategies to overcome these as indicated in Pupil Premium Provision Maps</p>	<ul style="list-style-type: none"> <li>• Pupil observation</li> <li>• Lesson observation to ensure strategies being implemented effectively</li> <li>• Monitoring and analysing data</li> <li>• Pupil Progress Meetings</li> <li>• Disadvantaged pupils to be effectively supported to 'keep up' not catch up and therefore meet their full potential</li> <li>• Environment will be challenging for all</li> </ul>	<p>HT, DHT</p> <p>SIPL</p> <p>AHTs</p>	<p>Termly</p>
<b>iii. Other approaches</b>					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
<p>B. Increased home support &amp; parental engagement so pupils can access all the enrichment taking place at pre-school</p>	<ul style="list-style-type: none"> <li>• organise enriching experiences linked to the EYFS curriculum</li> <li>• Practitioners to engage PP parents in pupils development eg through tapestry</li> <li>• Home learning document to be developed</li> </ul>	<ul style="list-style-type: none"> <li>• Experiences support early reading and writing so pupils are able to access knowledge</li> <li>• Lack of parental support and engagement is a key barrier to learning for pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum maps to be completed</li> <li>• Feedback from staff</li> <li>• Pupil voice</li> <li>• Home learning document</li> </ul>	<p>HT, DHT</p> <p>SIPL</p> <p>AHTs</p>	<p>Termly</p>

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C. Social emotional needs of PP pupils are met resulting in a more positive attitudes to learning	<ul style="list-style-type: none"> <li>Safeguarding team to work with parents and pupils targeting support for families. Delivering a range of programmes</li> <li>Children are supported through nurture activities, enabling them to be in a better place to access learning</li> </ul>	<ul style="list-style-type: none"> <li>Families that are supported will then pass this support onto their children so pupils are happier and more relaxed</li> <li>Pupils feel relaxed and safe at pre-school</li> </ul>	<ul style="list-style-type: none"> <li>Safeguarding team to support pupils and parents in meet and great parents.</li> <li>Parental voice</li> <li>Work to show children’s understanding has been enriched by experiences</li> <li>Lesson observations show a high level of engagement</li> <li>Behaviour analysis</li> </ul>	HT, DHT SIPL AHTs  FLO team  SENDCo	Termly
<b>iv. Other approaches;</b>					
D. Improve attendance and ensure good habits are in place for reception	<ul style="list-style-type: none"> <li>FLOs to support and monitor families with identified attendance and lateness issues</li> <li>Cost of lunch club covered for EYPP pupils</li> </ul>	<ul style="list-style-type: none"> <li>To support the learning of pupils they first need to attend school.</li> <li>To support parents in understanding the importance of attending school.</li> <li>To support pupils and staff in the importance of promoting attendance</li> </ul>	<ul style="list-style-type: none"> <li>Absence report information analysis</li> <li>Evaluation of system for tracking absence</li> <li>Record of communication with targeted families</li> </ul>	FLO team  SENDCo	Termly