

What is the Early Years Pupil Premium?

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 development, learning and care.

National data and research tells us that children eligible for free school meals tend to do less well, for example in 2014, 45% of children eligible for free school meals achieved the expected level at the end of the early years foundation stage compared with 64% of other children. The Early Years Pupil Premium provides us with extra funding to close this gap.

The Early Years Pupil Premium provides an extra 53 pence per hour for three and four year old children whose parents are in receipt of certain benefits or who were formerly in local authority care but who left care because they were adopted or were subject to a special guardianship or child arrangements order.

It is well documented that high quality early education can influence how well a child does at both primary and secondary school so we do want to make the most of this additional funding.

[Read more about what the Department for Education says about the EYPP.](#)

How did we decide how to spend our Early Years Pupil Premium?

2015-2016

The total amount of the premium at Sheringham Nursery School in 2015-16 was not large (under £4,000 per year). So we used the [Education Endowment Fund's Early Years Toolkit](#) to find a well-evidenced and low-cost intervention. The EEF state that Communication and Language Approaches have "high impact for very low cost, based on extensive evidence."

Communication and language approaches



High impact for very low cost, based on extensive evidence.

The EYPP funding, matched by funding from our Special Needs budget, enabled us to employ a qualified Speech and Language Therapist (SALT) to work in the school one day a week for the school year (35 weeks in total, allowing time for children to settle in). The SALT provided staff training and modelled effective ways of developing communication in class. This benefitted EYPP children at all levels of development.

If a child's progress in communication caused concern, the SALT undertook a full assessment and recommended strategies for parents to use at home and for staff to use in nursery. This particularly benefitted those children eligible for the EYPP with delayed communications skills.

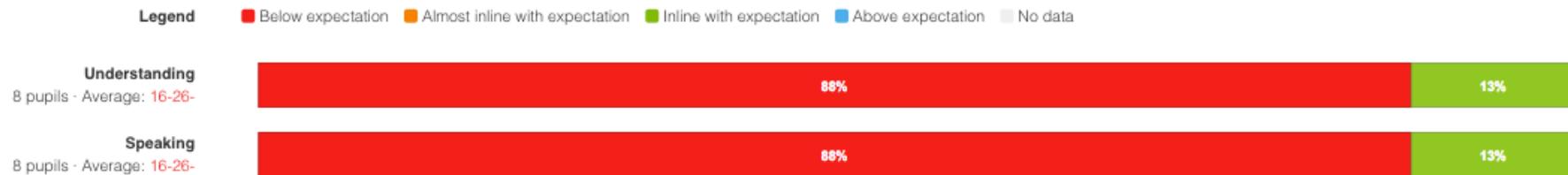
Children eligible for the EYPP made accelerated progress in their communication during the year. Because communication is a foundation of all learning in the Early Years, this had a wider benefit. At the point of transition, the average score of the EYPP children was 14.5 compared to 14.1 for all children. A point score of 14.5 means that a child is assessed as being within the 30-50 months band of [Development Matters](#) and will soon be working within the 40-60 month band. A child at this stage of development who continues to make the same accelerated progress in Reception will be on track to achieve a Good Level of Development by the end of the Early Years Foundation Stage.

2016-2017

As a result of the success of the 2015-16 strategy, the school continued to make this extra investment in Speech Therapy for 2016-17. This year, we opted to work directly with the NHS service, rather than contracting an independent therapist, because this means that children and families get a more integrated service. For example, if a child is referred to the NHS clinic they do not have to be reassessed, because the NHS therapist has already seen them at Sheringham.

There are 7 eligible children this year. In addition, a child who was eligible last year is included in the interim evaluation below.

The eligible children have a range of different needs, but because communication is foundational to early learning, and because the funding is low, it was judged that it would make best sense to focus on this area of learning. On entry, all but one of the EYPP-eligible children were assessed as being below the expected levels for their communication:



The low level of eligibility has been repeatedly queried with the Newham team as it is out of line both with the general local data about child poverty, and with the experience of the staff team about levels of poverty e.g. when visiting families at home. In some cases non-eligibility is due to families having no recourse to public funds, or other issues around producing the key information needed to determine eligibility. Families may often move house or have other factors which appear to make it difficult to establish their eligibility for the premium.

Children eligible for the EYPP made exceptionally strong progress in their communication. They also made stronger than average progress in their Self-Confidence and Self-Awareness, and in Health and Self-Care. Strategies to support children who are eligible for the EYPP are highly effective.

Our strategy to focus on communication also links to our use of Tales Toolkit to support children in extending their speaking and their ability to make up and record their own stories. Sheringham has been piloting Tales Toolkit for two years and supporting its development. With Sheringham's support, Tales Toolkit won the [Teach First Innovation award](#) 2015/16 for its ability to make a difference to children eligible for pupil premium funding.

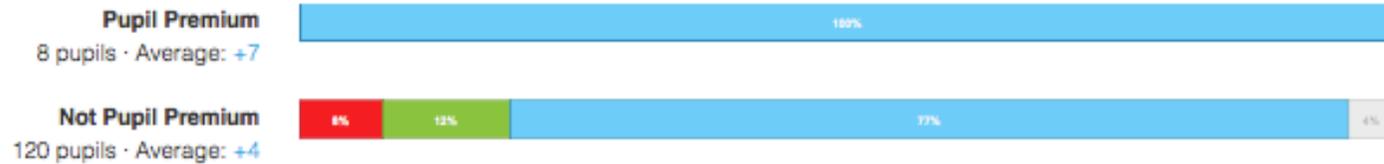
Additionally, the nursery school takes a much broader perspective in its support for disadvantaged children and families to ensure that every disadvantaged child is given the teaching, help and family support needed to ensure that he or she makes strong progress from their starting points. Any child who needed extra help from the Speech Therapist received it, regardless of EYPP eligibility.

Where progress stalls, children are fast-tracked for assessment and if, appropriate, there is early identification of special needs and support strategies are put in place.

The figure below shows that the progress of this small group of children was very strong in the area of communication. However, it is important to note that the summary of progress from starting points for this group of children is distorted by the fact that many have attended since before three years old, so they have had longer on roll than the comparison group. In addition, the total group size is small.

Legend ■ Below expectation ■ Inline with expectation (+2) ■ Above expectation ■ Insufficient data

Understanding



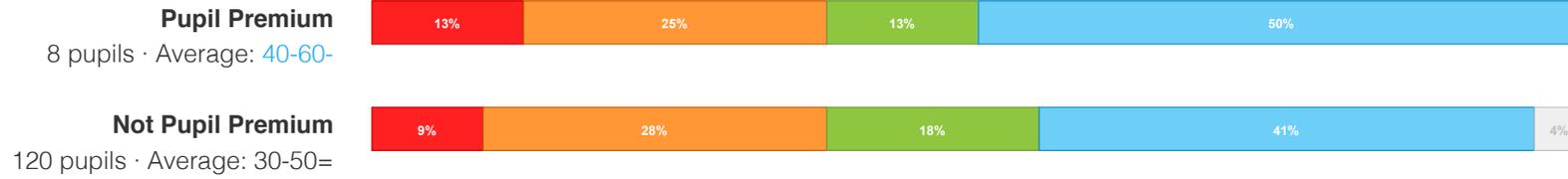
Speaking



Looking at the children's attainment in the same areas to date, the information shows the gap in attainment has largely diminished. It is important to note that because of the small cohort size, the figure of 13% below expectation in some areas relates to just one child who has experienced a range of medical issues including a long absence in the summer as a result of a broken limb.

Legend ■ Below expectation ■ Almost inline with expectation ■ Inline with expectation ■ Above expectation ■ No data

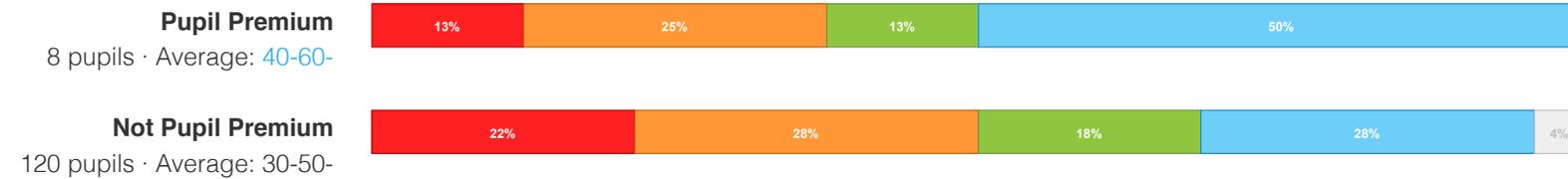
Listening & attention



Understanding



Speaking



2017-2018

Our key aim in 2017-18 has been to improve our systems for identifying children eligible for the EYPP. Our Senior Administration worker devised a new form and this has led to a substantial improvement. We now have 36 eligible children compared to 8 last year. 23 of the 36 eligible children also attended our provision for two-year olds.

As a result of the success of the 2015-16 strategy, the school continued to make an extra investment in Speech Therapy for 2017-18, again working directly with the NHS service. We have refined this work in a number of areas: we now have two more communication champions within the staff team (three in total) and we have shaped the additional service every term in the light of assessment information. For example, in the summer term we have added two groups focused on speech-sound (early phonics) as ten children were assessed as having difficulties in this area

As before, our strategy to focus on communication also links to our use of Tales Toolkit to support children in extending their speaking and their ability to make up and record their own stories. Sheringham has been piloting Tales Toolkit for three years and supporting its development. With Sheringham's support, Tales Toolkit won the [Teach First Innovation award](#) 2015/16 for its ability to make a difference to children eligible for pupil premium funding.

Additionally, the nursery school takes a much broader perspective in its support for disadvantaged children and families to ensure that every disadvantaged child is given the teaching, help and family support needed to ensure that he or she makes strong progress from their starting points. Any child who needed extra help from the Speech Therapist received it, regardless of EYPP eligibility.

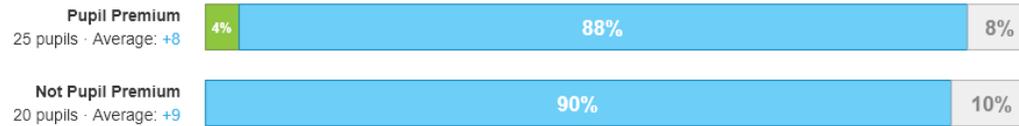
Where progress stalls, children are fast-tracked for assessment and if, appropriate, there is early identification of special needs and support strategies are put in place.

We have two measures for the progress of EYPP-eligible children. The first focuses on children who accessed our provision at the age of 2. It compares their progress in communication with the progress of other children who are not eligible for the Premium and who also accessed the provision for over a year. There is *no statistically significant difference* in the progress of the two groups of children:

Progress Overview for Pupils (from 2017-2018) in class DUCK AM/PM, DUCK GROUP AM, DUCK GROUP PM, ELEPHANT AM, ELEPHANT AM/PM, ELEPHANT PM, FLAMINGO AM/PM, FLAMINGO GROUP AM, FLAMINGO GROUP PM, FROG GROUP AM, FROG GROUP PM, PARROT AM/PM, PARROT GROUP AM or PARROT GROUP PM, not in Developmental Journal, who started school before 01/09/2017 – 2016-2017 Entry to 2017-2018 Summer Main Assessment

Legend ■ Below Expected ■ Expected Progress (+4) ■ Above Expected ■ Insufficient Data

Understanding



Speaking



The second measure considers those children who attended one year of nursery and it compares progress in communication between the two groups. Here again there is *no statistically significant difference* in the progress of the two groups of children:

Progress Overview for Pupils (from 2017-2018) in class DUCK AM/PM, DUCK GROUP AM, DUCK GROUP PM, ELEPHANT AM, ELEPHANT AM/PM, ELEPHANT PM, FLAMINGO AM/PM, FLAMINGO GROUP AM, FLAMINGO GROUP PM, FROG GROUP AM, FROG GROUP PM, PARROT AM/PM, PARROT GROUP AM or PARROT GROUP PM, not in Developmental Journal, who started school after 01/09/2017 – 2017-2018 Entry to 2017-2018 Summer Main Assessment

Legend ■ Below Expected ■ Expected Progress (+1) ■ Above Expected ■ Insufficient Data

Understanding



Speaking

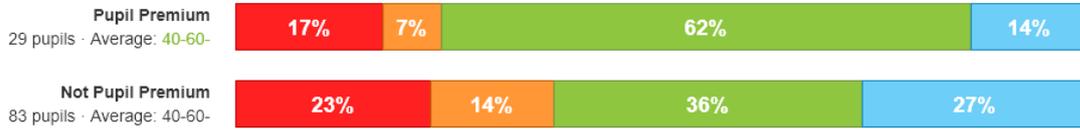


Comparing the attainment of children eligible for the Premium, with the attainment of all other children, again there is *no statistically significant difference*. Our assessment information suggests that the impact of the Premium is that the attainment gap between the two groups of children has been closed. See next two pages for the full information.

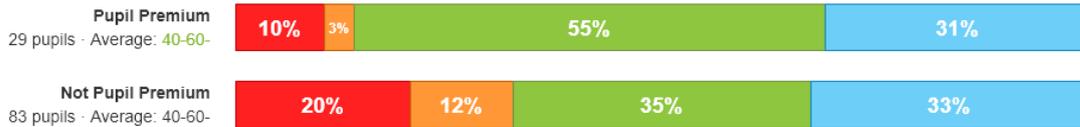
ment Overview for Pupils (from 2017-2018) in class DUCK AM/PM, DUCK GROUP AM, DUCK GROUP PM, ELEPHANT AM, ELEPHANT PM, ELEPHANT PM, FLAMINGO AM/PM, FLAMINGO GROUP AM, FLAMINGO GROUP PM, FROG GROUP AM, FROG GROUP PM, PARROT AM, PARROT GROUP AM or PARROT GROUP PM, not in Developmental Journal – 2017-2018 Summer – Main Assessment

Legend ■ Below expectation ■ Almost inline with expectation ■ Inline with expectation ■ Above expectation ■ No data

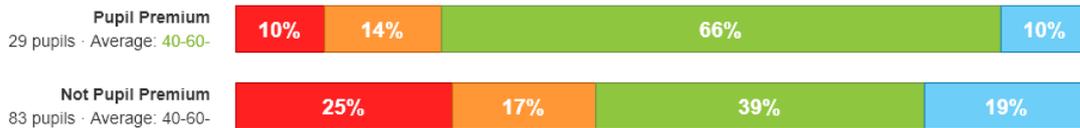
Listening & attention



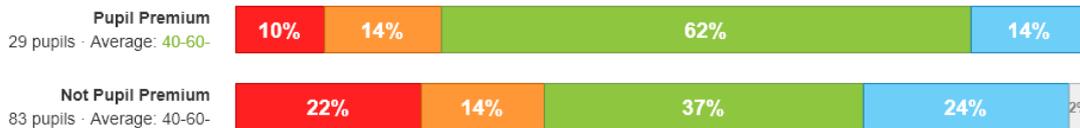
Understanding



Speaking



Moving & handling



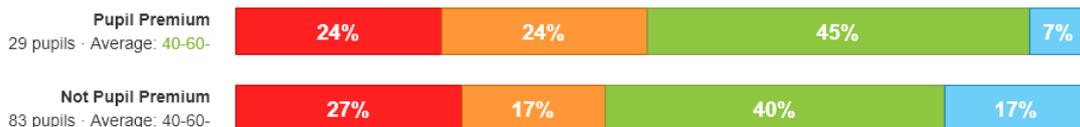
Health & self-care



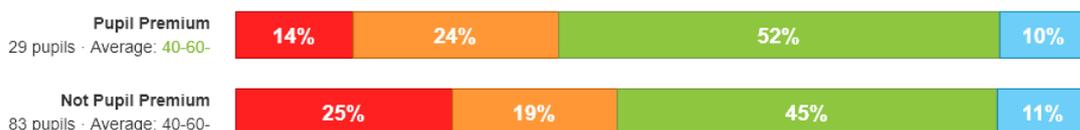
Self-confidence & self-awareness



Managing feelings & behaviour



Making relationships



Numbers



Shape, space & measures



People & communities



The world



Technology



Exploring & using media & materials



Being imaginative



Summary of the use of the Early Years Pupil Premium at Sheringham Nursery School since 2015

	Number of eligible children	Total amount of EYPP received
2015-16	Term 1 (13 weeks): 10 children Term 2 (11 weeks): 10 children Term 3: (14 weeks): 15 children	£1113 £874.50 £1669.50 Total for year: £3657
2016-17	Term 1 (13 weeks): 7 children Term 2 (12 weeks): 7 children Term 3 (14 weeks): 7 children	£723.45 £667.80 £779.10 Total for year: £2170
2017-18	Term 1 (13 weeks) 13 children Term 2 (12 weeks) 36 children Term 3 (13 weeks) 36 children	£1343.55 £3323.08 £3694.74 Total for year £8361.37

EYPP spend 2015-16 and impact

Project	Cost	Objectives	Actions	Impact
Provision of additional speech and language support by employing a qualified therapist approx. 1 day/week (35 days in total)	£8500 (EYPP made a £3657 contribution towards this cost)	To support EYPP eligible children to make accelerated progress in their communication To provide rapid assessment and individualised support for EYPP eligible children with a speech and language delay or disorder.	All staff received training and support, including modelling in the rooms, to boost children's progress in communication. Therapist met with parents and completed assessments and programmes as needed for individual children	Average progress of the eligible children's communication was 4 points, which represents accelerated progress. Communication is a cornerstone of all learning in the Early Years. At the point of transition, the level of development of the EYPP children was 14.5 compared to 14.1 for all children. A point score of 14.5 means that a child is assessed as being within the 30-50 months band of Development Matters and will soon be working within the 40-60 month band.

EYPP 2016-17

Project	Cost	Objectives	Actions	Impact
Provision of additional speech and language support through an agreement with the NHS Speech and Language Therapy Service	£13,223.95 (EYPP made a £2100 contribution towards this cost)	To support EYPP eligible children to make accelerated progress in their communication To provide rapid assessment and individualised support for EYPP eligible children with a speech and language delay or disorder.	Whole-staff training. Communications Champion programme for targeted staff. In-class support, including modelling in the rooms, to boost children's progress in communication. Therapist met with parents and completed assessments and programmes as needed for individual children.	Average progress of the eligible children's communication was 7 points, which represents highly accelerated progress. Communication is a cornerstone of all learning in the Early Years. At the point of transition, the average score of the EYPP children was 40-60 months (emerging) in Development Matters . This is higher than the attainment of the other children and means that the children eligible for the EYPP are on track to achieve the Early Learning Goal in communication.

EYPP 2017-18

Project	Cost	Objectives	Actions	Impact
Provision of additional speech and language support through an agreement with the NHS Speech and Language Therapy Service	£14,836.26 (EYPP made a £8361.37 contribution towards this cost)	<p>To support EYPP eligible children to make accelerated progress in their communication</p> <p>To provide rapid assessment and individualised support for EYPP eligible children with a speech and language delay or disorder.</p>	<p>Whole-staff training.</p> <p>Communications Champion programme for targeted staff.</p> <p>In-class support, including modelling in the rooms, to boost children's progress in communication.</p> <p>Therapist met with parents and completed assessments and programmes as needed for individual children.</p>	<p>See impact statement above.</p> <p>This year we have expanded the number of Communication Champions from 1 to 3 and the programme has been more bespoke each term, responding to assessment information. For example a speech sound group (early phonics) has been introduced in the summer term to meet the specific needs of ten children.</p> <p>Eligible children have made accelerated progress from their starting points. The gap in attainment overall (prime areas + literacy and maths) is diminishing fast. Average attainment is slightly higher for eligible children in most areas, or the same.</p>