



CAMROSE EARLY YEARS CENTRE

Early Years Pupil Premium 2020-21

Early Years Pupil Premium was introduced for 3-4 year olds who access state funded early education to enhance and support children in order to improve their outcomes.

Eligible children receive an extra 53p per funded hour (15 hour entitlement). Funding is given directly to the nursery.

This report outlines how Camrose Early Years Centre for Children and Families has used the funding to raise the achievement of all disadvantaged children for the current academic year 2020-2021.

Needs identified: through observation and assessment in age groups, 2-3s and 3-4s.

Area of Learning and Development: Communication and Language (expressive and understanding), and extension work in the 3-4s and listening and attention main focus in the 2-3s.

Targeted work: To gain confidence in speaking and in general self-confidence within the nursery was a specific target.

<p>Academic Year: 2020-21</p>	<p>Total EYPP:</p> <p>Monies received - £302.00 per pupil, total £7,550 EYPP Spent</p> <p>Music Go Round £3,898 Sept – December 2020 a regular structured `Music Go Round class was led by a specially trained teacher. The class created an `enriched early education environment` which supported and encouraged the development of all areas outlined in the EYFS and especially communication, language, listening and attention skills</p> <p>Bonkers About Books £1482.73 spent on books to include a variety of resources</p> <p>Forest School equipment to support the area of learning and development identified: Forest School £219.24 SEND children at forest school: £426.00 Additional staffing costs for nurture and language provisions and telephone support through Covid £1,525</p>
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<p>Number of children eligible for EYPP: Number of children eligible – 25 (19 in 3-4s nursery) (6 in 2-3s nursery)</p>	<p>Target Expenditure:</p> <ul style="list-style-type: none"> • Enrichment activities- Music go Round, Cooking; visitors; visits to the community • Providing additional sessions including extended school provision for identified children <p>Access to additional resources and books ‘Bonkers about Books’</p> <ul style="list-style-type: none"> • Forest School provision
<p>Some Recognised Barriers:</p> <ul style="list-style-type: none"> • Parental engagement, support at home and educational aspirations • Low levels language and vocabulary impacts on children’s access to all areas of the curriculum • Low attendance rates; consistency in attendance <ul style="list-style-type: none"> • Covid restrictions 	<p>Main Aims:</p> <ul style="list-style-type: none"> • To ensure all children receiving EYPP make expected (appropriate) progress based on their starting points • To ensure that children who need to make accelerated progress are identified and interventions are put in place • To narrow the gap between children’s attainment

Desired Outcomes	Arrangements	Evidence rationale for this	Implementation	Evidence and Review
<p>For children to be settled and happy at nursery and to receive support with their learning and development, to reach their potential</p>	<p>Improve attendance of children in receipt of EYPP funding by continued discussions with parents/carers</p> <ul style="list-style-type: none"> • Support children’s attendance by offering additional sessions when appropriate <p>Support identified families by providing lunches, clothing including footwear</p>	<p>Consistent attendance supports children’s outcomes Engaging with parents/carers will improve attendance and support children’s achievements</p> <p>Hierarchy of needs- children must have their basic needs met in order to thrive</p>	<p>Enrichments activities.</p> <p>Outings into the community Event days inviting parents in to take part in learning experiences £500</p> <p>Implementation of new Family Support worker to provide support and identify families in need. 10 hrs per week-</p>	<p>Observations of children’s well-being and involvement. Children more settled and positive attitudes towards learning when attending regularly.</p> <p>Covid restrictions limited events but regular telephone consultations held to discuss concerns/barriers and children’s progress Limited through Covid restrictions but parents</p>



				supported to access local foodbank when required.
Children have an extensive array of vocabulary both compression and orally that they use to confidently learn and play with their peers	Language intervention groups led by members of staff Language steps programme to support children's language development- talking and comprehension.	Data and evidence shows children with delays and disorders can limit their progress. Baseline assessment- high proportion with delays in this area.	Over the course of the week, identified children will work either on a one to one basis or in a small group with a staff member EYP 8 hrs per week	During lock down support was provided for children that attended- but limited due to staff constraints under Covid.
Improve children's love of Reading through access to the library weekly. 'Bonkers about Books'	Access to the lending library with a wide range of	As above- limited reading- a range of books and resources provided along with displays and resources to promote with parents and children	Every child given their own library book bag and rewards for accessing library. Library available with promotion of displays/reminders	Observations and assessments since the project began has shown some improvement and progress, however the same areas of learning and aspects are still being flagged up and continue to be a focus of concern especially with the sessional children whose attendance can be erratic and was particularly poor during COVID. Nursery was open to this group of children most of the time as they are some of our most vulnerable children. Long term to consider more rewards/recognition. Books have included a large number of non-fiction/reference books which are particularly popular with the boys. We have purchased



				books for one EYPP child who needed extra support with toileting and a set of story books about the subject has helped him to become more independent. One of our Portage support professionals recommended early phonic story books which will help in preparation for school. The large amount of books bought has enabled us to re-open our libraries with 78 hour rotation storage of books which we had to introduce due to COVID restrictions.
Increased well-being and involvement-happy, confident children who will sing, enjoy dance and drama with a positive attitude. Confident to take social risks and join in confidently with peers.	Music Go Round group Classes focused on singing, dance and drama to promote language development and personal development	Face to face classes took place weekly until COVID partially closed our nursery in the summer term of 2020.	One session provided per week in the hall- EYPP children access with peers.	In order to continue Music Go Round the classes were offered through zoom to families at home. However the take up was not great and numbers declined. Therefore the programme with our nursery unfortunately ended as COVID restrictions became more stringent in December 2020.
Lead to increased well-being an involvement- progress in language and Personal, social and emotional	Access to Forest School Programme for some of our most vulnerable children	Evidence from previous years' lead to higher rate of progress, particularly in	Sessions provided for identified children within the week with trained specialist staff	We have purchased a new set of Forest School clothing to enable the programme to run again this year. We have



<p>development- confident to take risks and master new skills.</p>		<p>most vulnerable children and children with SEND</p>		<p>found that the programme is especially successful for our SEND children and all have attended. Their progress is recorded in a short report which is written on each child at the end of each session to include their development in speech, language and listening skills. Their progress is reflected in their recent Language Steps assessment used to measure their word levels. All the SEND children have had 1:1 support when they attend Forest School and for three sessions we have employed supply staff so to release staff to support them</p>
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Average level of well-being and Involvement for EYPP children

2020-21	Baseline	Mid year	End of yr	Difference
Well being	2.3	2.7	4	1.8
Involvement	2	2.2	3.8	1.2

	Baseline delayed	End of yr delayed	Difference
Listening and attention	47%	39%	8%
Speaking	66%	32%	34%
Understanding	58%	37%	21%