



## EYFS Pupil Premium Policy

*The Early Year's Pupil Premium (EYPP) is additional funding for all early years settings to improve the education they provide for disadvantaged 3- and 4-year-olds.*

*From April 2015, schools, nurseries, pre-schools and childminders who take three and four year olds on Early Education Funding will be able to apply for Early Years Pupil Premium (EYPP) funding. This will help support their delivery of high quality early education.*

*Up to £300 a year can be claimed for each eligible child. The amount of funding available will depend on how many hours the child attends; the funding is to help children whose parents' household income is less than £16,190 a year, or who claim certain benefits (DfE).*

### **Entitlement:**

Each year, our schools receive EYFS Pupil Premium (PP) funding for those children who meet the eligibility criteria determined by the DfE; this is in addition to main school funding. It is allocated straight to the school; there are currently no stipulations on how this funding needs to be spent.

The **eligibility criteria** includes those 3- and 4-year-olds in state-funded early education who will attract EYPP funding if their family receives at least 1 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

**Or** the EYFS pupils is:

- Currently being looked after by a local authority in England or Wales\*
- Have left care in England or Wales through:
  - Adopted
  - Under a special guardianship order
  - Under a child arrangement order

**\*EYPP for children who are in local authority care;** the Virtual school heads (VSH) are responsible for managing EYPP funding for looked-after children and are responsible for identifying the looked-after children who are eligible for such funding. This will include any

looked-after children who live in our local authority, even those who get their early years education with a provider based in a different local authority; schools will receive EYPP funding for looked-after children through the dedicated schools grant. It will be the responsibility of the Child in Care co-ordinator to liaise with the EYFS lead to plan the expenditure of the EYFS PP funding allocated.

On examination of the EYFS handbook, it stipulates that staff working with EYFS are required *to have a sound understanding of how young children learn and are aware of and promote the development of children who may be disadvantaged or not making expected progress.*

It has been identified therefore, that aspects of this funding may be used to further support the CPD needs of the staff who work with our EYFS pupils; such CPD will assist class teams in the further development of their skills, knowledge and understanding of effective EYFS delivery and the essential differentiation of this within Nancealverne School.

**The Child in Care coordinator at our School is:** The Head Teacher

#### **Rationale:**

Although our schools acknowledges there are currently no stipulations on how this funding needs to be spent, once we are in receipt of the information of particular pupils circumstances we will follow **5 principles** to ensure we always obtain best value of budget awarded/planned expenditure.

#### **5 principles:**

- Resources\* will be identified following effective observation/baseline of pupils engagement (6 weeks)
- Identification of a priority area of need (agreed focus) using assessment/baseline outcomes (e.g. – development of PD – fine/gross motor equipment, IEP area – Communication/Language)
- A meeting with parents/carers to further determine suitability of resources/provision planned (agreed focus) to ensure suitability/ best value
- A meeting with members of the multi-agency team who support the child to address any further recommendations made (e.g. - OT/sensory assessment/resources) if/as appropriate
- To use the information received from the CDC/previous provider to secure the school addresses long term aims identified within each pupil's EHCP, resourcing such aims accordingly

\*Resources (dependent upon baseline/assessment outcomes) may include: therapy support (Music Therapy sessions), enhanced staffing ratios to promote pupil engagement, bespoke equipment/access to wider environments, staff CPD.

Through adopting these principles we ensure:

- Planned expenditure will impact upon pupils' outcomes (key area of focus)
- All planned expenditure/resources obtained meets the engagement needs of the pupils

- Resources purchased will be personalised and of high quality
- Teaching and learning meets personalised learning needs and remains outstanding
- All pupils will make progress from their identified starting point in the area of agreed focus

### **Role of the EYFS lead:**

It is the role of the EYFS lead to undertake classroom observations for all pupils including those in receipt of EYFS PP who are in our EYFS provision alongside the Head / Deputy Head Teacher. If a pupil is in another class the EYFS lead/HT/DHT will use the classroom observation/assessment (baseline) outcomes made by the class teacher and discuss focus area/enhanced resources required. The EYFS lead will work within the 5 principles outlined securing the information required.

The ordering/ planning of resources to enhance teaching/ learning/ pupil engagement will be undertaken after the 6 week baseline period; the EYFS lead will discuss the planned expenditure of the EYFS PP funding and gain the approval for this from the Head Teacher and EYFS Governor. The SBM will order all resources/organise enhanced provision identified – e.g. – MT sessions.

The EYFS lead will use the established PP offer template to identify the enhanced provision which supports the development of key skills in identified within the key area of focus; this information will be evidenced in pupil's assessment files (Appendix A).

### **Impact:**

To determine the impact of enhanced resources/provision the EYFS lead will identify within assessments held the focus area being pursued/developed; using such data sets (which may include IEP data) the EYFS lead will be able to predict/determine the progress made by EYFS PP learners over time recording all such information and impact within the EYFS Action Plan and impact statement (Appendix B).

### **Reporting progress:**

The EYFS lead will work within the schools PARRCs policy to record/report pupil progress of EYFS PP learners, this will include:

- Reports to parents (parent progress meetings to include progress within key area of focus, parent reports including progress within IEPs if/as appropriate, EHCP outcomes via the Annual Review process)
- Reports to the LGB
- Reports to any external agencies (e.g. – therapy teams on outcomes identified via therapy plans received)
- Reports via requests made by the Virtual Head for EYFS PP of the Local Authority


### **Monitoring and Review:**

The LGB will monitor this policy each year alongside the schools Pupil Premium policy; the LGB will require the PP co-ordinator (Head Teacher) to report any variance to this policy if

the school receives any additional advice and guidance in relation to the EYFS PP grant from the DfE.

Policy agreed by the LGB	September 2018
Responsibility of	Head Teacher and EYFS lead
Policy Review	Annually

**APPENDIX A:**

<b>EYFS PUPIL PREMIUM OFFER</b>	
<b>Name:</b>	
<b>Agreed Key Area of Focus –</b>	
<b>Academic year: 201X – 201X</b>	
	

**APPENDIX B:**



**EYFS Action Plan and impact statement**

*This action plan and impact statement needs to be read in conjunction with the EYFS Pupil Premium policy which has been approved by the Governors of the school; this policy can be found on our web site. To determine the impact of enhanced provision/resources they EYFS lead will identify within assessments held the focus area being pursued/developed; using such data sets (which may include IEP data) the EYFS lead will be able to determine the progress made by EYFS PP learners over time at the end of the summer term. Evidence will be additionally published via the bespoke Pupil Premium profile designed by the school for each EYFS pupil in receipt of the PP grant*

<b>Curnow School</b>	<b>Academic Year: 201X – 201X</b>	<b>Number of EYFS PP eligible: X</b>
<b>Anticipated Grant:</b> <ul style="list-style-type: none"> <li>• £XX</li> </ul>	<b>Key focus/principal 1:</b> <ul style="list-style-type: none"> <li>•</li> </ul> <b>Key focus/principal 2:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	<b>Proposed impact:</b> <ul style="list-style-type: none"> <li>•</li> </ul>

<b>Date:</b>	<b>Training course attended:</b>	<b>Aim of training:</b>	<b>Impact of training:</b>
	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

<b>Personalised learning offer additionally includes:</b>
<ul style="list-style-type: none"> <li>•</li> </ul>

<b>PUPIL</b>	<b>EYFS Area of focus:</b>	<b>Baseline data (B<sup>2</sup>):</b>	<b>End of year anticipated expected progress data (B<sup>2</sup>):</b>	<b>IEP data (%):</b>	<b>Did the pupil make at least the expected progress? Yes/No (Progress measure - July 2018)</b>
PUPIL X					
PUPIL X					

*Pupil progress is informed via our assessment systems; progress over time is formally tracked via three data drops over each academic year. All progress is discussed with parents/carers at pupil progress meetings held each term*