

Overview of the School

Number of children and pupil premium grant (PPG) received	
Total number of pupils on roll	81
Total number of pupils eligible for EYPP	Autumn 2018 x14 Spring 2019 x15 Summer 2019 x16
Amount of PPG received per pupil	£0.53 per hour
Amount of PPG received termly	Autumn 2020 £1558.20 Spring 2021 £1311.75 Summer 2021 £1653.60
Total amount received	£4523.55

Rationale

The purpose of Early Years Pupil Premium (EYPP) funding is to help 'close the gap' between the lowest achieving children and those who are making age appropriate progress or above. The Government allocates extra money per pupil directly to the school when families meet certain criteria relating to household income. Research has shown that these children are more likely to under achieve, therefore the EYPP is specifically used to make sure they reach their full potential in the Early Years. We have to explain the reasoning behind the way this funding is spent and demonstrate the positive impact it has on this group of children's progress because we are accountable to the DFE/Ofsted, Governors and the whole school community. Wingate Nursery School ensures that provision is made to secure outstanding teaching and learning opportunities which meet the needs of all children. We actively strive to remove any potential barriers to learning and our ethos is one of highly inclusive practice.

How are we using the EYPP funding?

This year, our 'on entry' data demonstrated that the highest levels of 'below expected' attainment were in the areas of Communication and Language, Social and Emotional Development and Mathematics. We therefore used our EYPP funding to specifically target these areas of learning.

Our **in2nature** project which began in October 2015 provides a valid, inclusive focus for the use of EYPP. Year-on-year, the funding has enabled us to secure the weekly input of a highly skilled facilitator; Nicola Balfour. Her work ensures the delivery of high quality learning experiences in an inspiring outdoor environment, a reflective and creative review of children's learning and the on-going professional development of our staff. In2nature offers our children learning experiences that are highly unique. All seven areas of Learning and Development (EYFS 2012) are enhanced by opportunities to learn in the outdoors however we believe that the three Prime Areas see

the greatest positive impact. These vital primary areas of any young child's development are crucial to their wider, subsequent learning and progress. Our on -entry assessment this year shows that many children, including those from the EYPP group, started nursery school **below and significantly below age-related stages of attainment** within **Personal, Social & Emotional Development and Communication and Language**. Our In2nature work has a proven track record of making a positive impact in these areas of learning.

We also see children whose well-being and self-esteem is particularly low and recognise the highly negative impact this has on their potential to learn. In response to this analysis, the In2nature project provides a rich climate for learning and nurture that addresses the above.

This year, due to Covid-19 (absences, lockdowns and periods of isolation), much of our In2nature project has been unable to go ahead in its usual way. Therefore, after an initial input from Nicola Balfour, our own staff delivered the project. We achieved this through a mix of in-school sessions, zoom calls and whole-school practical nature activities via facebook live and zoom. Knowing that our EYPP children were often the very ones that were kept at home for much of the pandemic, our home learning offer enabled us to specifically target them through In2nature.

In terms of mathematics and communication and language, we chose to provide **staff training**, alongside additional staffing (see 'staff retention' below) so that we could provide targeted academic support for those children who need it most. We used a training package provided by Kym Scott, a respected Early Years consultant whose work focuses on quality interactions and play. Kym Scott's 'The Place to Learn' package is available online and so staff were able to access the training whether working from home or in school. We focused jointly on one seminar at a time, giving staff opportunities to reflect together at each stage, via online Teams meetings.

Nature of Support 2020/21

- Focus on Communication and Language, Social and Emotional Development and Mathematics.
- Continue our In2Nature Project which has a proven track record of impacting on learning across the EYFS.
- Invest in high quality training to enable staff to better support children in the areas of Communication and Language and Mathematics.
- Retain our 'maternity cover' once the original staff member returns, to enable us to provide focussed support and 1:1/small group work where needed.

Item/Project	Cost	Objective/Description of activity	Outcomes
<p>In2Nature:</p> <p>In2Nature Lead facilitator</p> <p>Consumables</p>	<p>£200 per day x3.5 days across the year = £700</p> <p>£500</p>	<p>Children to learn in nature one day per week at the allotment and beyond</p>	<p>Children will:</p> <ul style="list-style-type: none"> • Gain first-hand experience of all aspects of nature • Develop independence, resilience, curiosity and wonder. • Learn in unique outdoor spaces. • Acquire new skills and develop creative thinking. • Learn to manage risk appropriately. • Develop fine and gross motor physical skills. • Work collaboratively and individually at own pace. • Develop language and communication skills. • Have raised self-esteem and wellbeing. <p>Staff will:</p> <ul style="list-style-type: none"> • Develop confidence and professional skills in the outdoors. • Deliver outstanding learning experiences.
<p>Staff Training:</p> <p>Kim Scott Place To Learn</p>	<p>£671.00</p>		<p>Children will:</p> <ul style="list-style-type: none"> • Benefit from higher quality interactions and support from adults. • Be challenged in their play to make excellent progress. • Work in inspiring and relevant learning environments which challenge their mathematical thinking • Receive higher quality support with their communication and language development. <p>Adults will:</p> <ul style="list-style-type: none"> • Develop a deeper understanding of early mathematical development • Develop a deeper understanding of the concepts needed for good 'number sense' • Better understand how to support early language development
<p>Maternity Cover Retention:</p>	<p>£2,700</p>		<p>Children will:</p> <ul style="list-style-type: none"> • Receive targeted support and intervention • Benefit from small group interactions • Benefit from 1:1 support and interactions where needed.

Measuring the Impact

This year has proven particularly difficult in terms of assessing children's progress. From mid-November onwards, various groups of adults and children were absent due to close contact with positive cases in nursery, which resulted in consecutive periods of isolation. This often meant that a child and their key person had subsequent, alternate periods of isolation. This, alongside the lockdown in January, meant that many educators did not see their family group face to face at all for over two months, and often for additional periods after that.

All of the above, as well as our steps towards a less data-focussed system (in line with the revised EYFS for September 21) has made it tricky to compare on on-entry levels of attainment *directly* with the on-exit levels.

Having said all of that, it's important to capture the wonderful progress that we know many of our children have made over the year. Each key person captured this progress through a narrative 'progress summary' for each child. Children in receipt of EYPP made good progress across all areas, particularly in the areas of Communication and Language and Social and Emotional Development.