



The Stacey Pre-School

Play ■ Explore ■ Discover ■ Learn

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Early Years Pupil Premium Report 2022- 2023

What is Early Years Pupil Premium? (EYPP)

The Early Years Pupil Premium (EYPP) is extra funding for early years providers to improve outcomes for eligible children. The Early Years Pupil Premium was introduced by government in April 2015 to help early years providers try to close the attainment gap between the most disadvantaged children and their peers.

Who is eligible for EYPP?

Children who are currently claiming the Free Entitlement for 3 and 4 year olds, who meet certain eligibility criteria, could be eligible for the Early Years Pupil Premium (EYPP) at the current rate of 62p per hour [Summer 2023] multiplied by the number of hours the child attends the setting.

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

Eligibility will need to be checked annually to ensure circumstances haven't changed.

For further information please click on this link:

Get extra funding for your early years provider - GOV.UK (www.gov.uk)

The Stacey Pre-School - Early Years Pupil Premium (EYPP) Approach

Early Years pupil premium funding is utilised to support and enrich eligible children's learning, development and care. The funding is paid directly to the Stacey Pre-School and is used to tailor support for each child eligible for EYPP funding to help diminish any educational difference or enhance their specialisms.

We are committed to helping all children achieve their potential and the Early Years Pupil Premium (EYPP) is one of many contributing factors which can help our children in all areas of development and learning.

The Pre-School Manager, Deputy and the Pre-School Co-ordinator think carefully about how to use the EYPP funding to ensure the maximum advantage for those children who are eligible for this funding. Close relationships with parents and carers enables conversations to take place about how we can best support their children and what this additional support might look like.

Children entitled to EYPP are clearly monitored through regular observations and assessments and their individual needs are identified through assessments and joint discussion with families and other professionals involved in order to plan targeted teaching and learning opportunities.

Resources and opportunities are planned from observations of the eligible children, parental consultation and feedback, individual assessments and our staff's professional judgements.

The Stacey Pre-School team all know the children in our setting very well and all children have individual action plans in place to identify where they currently are with their learning and development and what their next steps might be, but always prioritising what we can teach in the moment.

EYPP funding has been used for a variety of resources, learning opportunities and experiences in our setting, including the Forest School, to support the children's individual interests and enhance their learning and development.

Early Years Pupil Premium Report: Academic Year: 2022-2023

Term	Number of children in receipt of EYPP	Termly Amount received
Autumn 2022	2	243.60
Spring 2023	4	349.80
Summer 2023	6	796.70
Total Pupil premium sum received for 2022-2023:		£ 1,390.10
Total of Resources purchased for 2022-2023:		£ 1,391.00

We have challenged the numbers of children in receipt of EYPP where we felt children should have been in receipt but were not.

The opportunities available to children eligible for EYPP have included:

- Communication and language support
- Specific resources for individuals
- Personal, social and emotional support
- Maths and numeracy support
- Music therapy sessions
- Home learning resources

NB: Allocation of EYPP spending 2022-2023

The foundations for learning in the Early Years are of critical importance therefore all areas of development and learning were prioritised.

Case Study 1

Intent:

To build on children's personal, social and emotional development. To improve children's well-being and involvement and ability to regulate and manage feelings and behaviours as well as build on their relationships with adults and peers.

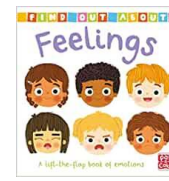
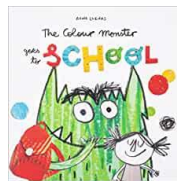
Personal, social and emotional development focus across all aspects of learning and development due to their very early years being interrupted due to the pandemic and children having faced some challenging home circumstances in the months before attending our setting.

Implementation:

The setting purchased the following resources to support their teaching on recognising emotions and supporting and promoting self-regulation and wellbeing.

Purchase of 'Colour Monster' themed books and 6 x plush toys: £ 35.00

Wooden Emotion Pebble Head family: £ 48.00



These, and other supporting resources, were used as a focus theme for the second half of the Autumn Term 2022 to support the children in recognising and managing emotions.

Boogie Mites 'School Ready' Training Pack: £ 270.00

Regular Boogie Mites (and Yoga sessions) were introduced across various sessions to encourage group participation and for children to work towards better self-regulation by practicing turn taking in choosing songs and instruments and discussing music and yoga as a positive and easily accessed therapeutic activity.

Persona Doll: £76.00

The team named their Persona Doll "Stacey" and introduced her to the setting to discuss various topics of relevance to the children, including: how to share, how to manage feelings like anger or sadness, the importance of being kind.

Sensory Resources: £ 40.00

Individual resources were purchased for one child in receipt of EYPP who was identified as potentially benefitting from a range of specific sensory resources to encourage his ability to self-regulate and to promote his well being whilst in the setting.

Impact:

The 'Colour Monster' toys and books supported teaching in behaviour management and self-regulation as well as it being okay to have different feelings in response to different situations. The children participated in supporting activities across this theme, for example naming and recognising different emotions using play dough, face jigsaws, and stories and having these embedded by the team in real time as the occasions arose.

Stacey (the persona doll) was very well received by the children who asked lots of questions and suggested ways in which Stacey could help themselves and others by 'sharing' and 'being kind' and also how they could manage the way they feel by 'counting to 10 if you are cross' or help someone else to feel better by 'asking someone to play if they aren't playing.'

The Boogie Mites sessions are an extremely popular addition to the curriculum and a high level of engagement is evidenced across the whole cohort, not just the children in receipt of EYPP. Children have said that this is their favourite part of Pre-School.

The Pre-School Manager reports that this is an opportunity for the children to express themselves with instruments and by singing together but also offers them a solid foundation in the positive benefits of music therapy which is important for their wellbeing.

The Pre-School team also use Boogie Mites sessions to build on their early years phonics programme which uses alliteration, body percussion and musical instruments to increase listening skills and extend children's attention span. The team reported an increase in the children's active listening skills and in their attention span.

The children in receipt of EYPP, including 1 child with a complex needs SEND diagnosis, displayed high level of engagement and enjoyment with this addition to the curriculum so much so that the team thought it could benefit parents to use Boogie Mites in the home environment as a therapy and to build on early years learning. The Pre-School Co-ordinator will look into how the team can introduce this therapy to parents at zero or low cost for example by hosting a workshop.

Case Study 2

Intent:

To enrich children's literacy, communication and language experiences and to build on and develop speaking, listening and understanding.

Communication and Language was given a priority focus across all areas of development and learning and in all areas of The Stacey Pre-School.

Our intent was to focus on various themes to support transition to primary school with particular regard to each child's unique interests so that a positive level of engagement would be more readily achieved. The rubric was to provide a themed resource pack to include a quality book, an educational game or puzzle and various activities that the child and parent can share together at home. Themes would therefore need to include: dinosaurs, space, baking, art and jungle animals.

Implementation:

Ready For Schools Sacks: £ 270.00

With 3 children in receipt of EYPP in the Summer Term who will be transitioning to primary school in September 2023, the Pre-School focused on embedding literature and communication in tandem with inviting parents as active participants in their child's ongoing learning by purchasing resources for our "Ready for School Sacks."

Sufficient resources were purchased to allow each child to choose and take home a different sack for each of the 12 weeks of the term.

The Pre-School team discussed the different sacks with the children who would be transitioning in the Autumn term and made parents aware of their valuable contribution in supporting sharing the resources at home. Each child's unique interests were an important consideration when choosing themes for each of the packs e.g. dinosaurs, animals, penguins, etc. Each pack contained a quality book, a game, and themed activity sheets e.g. a non-fiction book about dinosaurs, a dinosaur model to complete by cutting out the pieces and using split pins to join limbs, a dinosaur counting sheet, a dinosaur matching game.

Parents were invited to upload an entry to their child's Tapestry page to provide feedback.

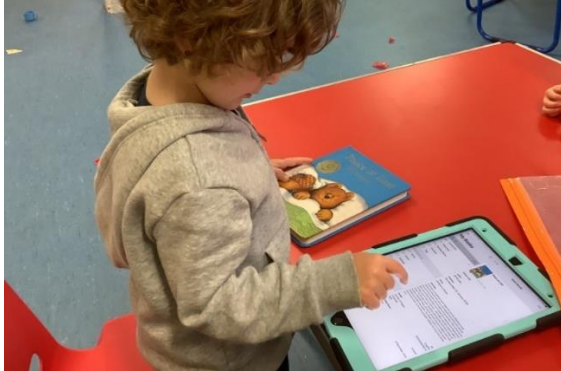
The Pre-School team gathered feedback from the children (verbally) and their parents (verbally and via *Tapestry*) as the resources were returned and swapped.

Library App & Soft Toy: £ 20.00

A soft toy and an iPad library app were purchased. The Pre-School's library of fiction and non-fiction books were all logged into the app. The children were able to choose and check out their own books using the library app and took turns to take "Fable" the soft toy home with them together with Fable's diary. The children and their parents were encouraged to record a brief note or draw a picture about the time Fable spent with the child and the book the children borrowed.

Impact:

Fable has enjoyed lots of visits home and parents and children both report a high level of engagement together with choosing their own library books to borrow. Children in receipt of EYPP are more confident to select their own books and are better able to recount stories and discuss the characters and the context. Children are also more aware of the concept of environmental print being all around us. Children have enjoyed checking books out themselves using the library app.



Checking library book out using Library app



What the Ladybird Heard Ready For School Sack which included a listening game with access to an app with animal and environmental sounds to recognise.

The Ready for School sacks have been universally very well received by children and parents. Parents reported a high level of engagement with the resources. Parents have uploaded videos to *Tapestry* of their child enjoying the resources with them at home. The children enjoy taking a part of Pre-School home with them and, for the most part, enjoy being responsible for 'looking after' the resources.

Children are highly invested in wanting to take the next sack home to borrow. The Pre-School Team reports that children were commenting positively on the resources and discussing what they enjoyed most amongst the activities, for example "making a dinosaur puppet" or "playing our listening game" (What the Ladybird Heard). Children requested that "their" pack was used at Story Time, and were able to help re-tell the story with the practitioner and using puppets.

Moving forward, the success of the "Ready For School Sacks" suggests that the team could develop this further by providing "Learning at Home" sacks to be curated for different age groups (i.e. 2 year olds, 3 year olds, 4 year olds) and for these to become a permanent resource in the setting. In practice these would be chosen and borrowed by the children for them to take home and bring back and swap for an alternative one.

The Pre-School Manager has suggested that with the high volume of new starters in Autumn 2023 and Spring 2024, it would be sensible to focus different themes relevant to each child's unique interests to maximise the impact of the packs, and so we will delay curating these until the end of Autumn Term 2023.

Case Study 3

Intent:

To develop deeper engagement in the outdoor environment, in particular the Forest School area, by building upon children's interests and promoting Communication and Language, Literacy and Maths.

Implementation:

The Pre-School team verbally canvassed parents and discussed a "special project" with the children. The majority of children expressed an interest in having a pre-school pet. The Pre-School team recognised many areas in which they could build on a programme of continuous learning focusing on communication and language, literacy and maths.

Almost all of the children in receipt of EYPP indicated their enjoyment of the Forest School area (children have their own allotment, mud kitchen area, sensory garden and the run of the gardens and orchard).

The Pre-School team extrapolated on these suggestions and discussion by purchasing 10 x hatching chicken eggs and a chicken coop. The eggs would be hatched in the setting, with the chickens being transferred to their permanent home in the Forest School area for the children to feed and take care of.

Purchase of 10 x hatching chicken eggs:£ 342.00

Chicken Coop: £ 300.00

Impact:



All children were noted to be highly invested in counting how many chicks had hatched or were hatching and how many were still not hatched. The children named the chickens, some children named chickens after a character from their favourite book.

The children learned about the life cycle of a chicken and were able to correctly sequence pictorial resources to this effect.

Children enjoyed holding the chicks and were encouraged to share their 'describing words' for example, *fluffy*, *soft*, *yellow* and to discuss how the chicks should be cared for e.g. what they need to be healthy. The children later took it in turns to weigh and measure food and water to feed the chickens and once the grown chickens began laying in mid-Summer Term 2023, they enjoyed collecting and counting their eggs. The Forest school Leader then used these eggs to cook on the Forest school's fire pit with the children.

The Pre-School team used the chickens as a springboard to extend the curriculum and learning, e.g. using various stories and songs for example 'Tango Makes 3' 'The Ugly Duckling' and 'Rosie's Hen,' as well as offering lots of opportunities to create art and craft projects to support this theme.