**Pupil Premium Policy**

|  |
| --- |
| About the Early Years Pupil Premium (EYPP)  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.  At the end of Reception, fewer children eligible for Free School Meals achieve a “good level of development” (GLD) than children who are not eligible, and this gap has not closed significantly over the last few years (Ofsted, 2015:19).  EYPP is intended to make a difference by having extra targeted strategies for the rate of progress these children make, and by ensuring practitioners focus specifically on these children’s progress.  In our Pre-school we want to ensure that all children have the best possible start in life and we have high expectations of ourselves, families and children in order to achieve this.  **Why claim the funding?**  Providers currently receive roughly up to £300 per year per eligible child for 15 hours funded entitlement. While this is not a large amount, it can be used creatively to make a difference - through improved staff training, resources or support for children. If funding is not claimed, Ofsted will still want to see the support given to these children.  All children aged three and four (not two year olds), who meet the eligibility criteria will benefit from the funding. In order to be able to claim this funding we require parents to sign the funding agreement which asks for details of parent’s date of birth and National Insurance number.    **Which three-and four-year-olds will be eligible for the EYPP?**    A child will be eligible for the EYPP if they:     1. Are in a low-income family and their parents are in receipt of benefits (one or more), for example, Child Tax Credit and Income Support; 2. Have been adopted from care; 3. Have left care through special guardianship; 4. Have been looked after by the local authority for at least the span of one day; 5. Are subject to a child arrangement order.     **Our** **Aims:**   * All our work through the early years’ pupil premium will be aimed at accelerating progress, moving children to at least age related expectations. * Pupil premium resources may also be used to target able children, who are funded, to achieve higher levels.   **We will provide:**   An early years’ curriculum, under constant review, which is designed to offer maximum flexibility to meet the needs of individuals.   Regular staff development and training to ensure that all staff in pre-school are able to provide for each individual child.   Individual mentoring and support programmes.   Providing support for children with particular educational needs.   Additional teaching and learning opportunities through extra staff if needed.   Family learning opportunities to raise aspirations of families and children.   Specialist programmes (in-house or external) to support children with particular/specific needs    As an Early Years setting we have the freedom to choose how we spend the money to best support disadvantaged children in our care (we will be accountable for this spending which may form part of an Ofsted inspection).  Our pre-school will use the additional funding in many ways appropriate to the individual child. These may include staff training, resources, outings, buy-in professional support, support with lunch costs, speech and language support etc. We are fully aware that one size does not fit all, and we are keen to ensure support is appropriate for each individual child. We are also aware that some children may be vulnerable learners, even though they are not entitled to the extra funding, and in these circumstances we will also endeavor to ensure their learning is not compromised in any way.  **Measuring the impact of the EYPP.**    We are continually reviewing the data we collect on children’s attainment and refreshing our strategies to support children who are falling behind or in danger of doing so. The practical ideas that are implemented on a daily basis are only a few of the strategies used, and their success can be monitored through the data. However, there are other ways that we measure and monitor the impact we have on families. These are:     1. Parent questionnaires; 2. Informal conversations at the start or end of a day; 3. Parent feedback forms/ Wow moments provided by parents; 4. Formal consultations; 5. Conversations with professionals we work alongside to support families; 6. Feedback from feeder primary schools; 7. Impact of resources (leant to families) on children’s learning.   The impact of all our work with children is frequently reviewed so that if a strategy is not working we can change it to something more appropriate quickly. This ensures that children’s learning is continually supported to the best of our ability.  We continue to work with high expectations of all children knowing that they all have the potential to achieve to as high a level as possible. |

Useful information links:

<https://www.oxfordshire.gov.uk/cms/content/early-years-pupil-premium>

Policy written: August 2017

Signed:

Review date: