

# Netherton Park Nursery School



Netherton Park  
Nursery School

## Early Years Pupil Premium Policy

<b>Date:</b> March 2025	<b>Review date:</b> September 2028
<b>Approved at:</b>	<b>Approved by:</b>
<b>Chair of Governor signature:</b>	

**Related information:**

- 'Supporting the attainment of disadvantaged pupils' Briefing for school leaders November 2015
- 'Using Pupil Premium: guidance for school leaders' March 2022
- <https://www.dudley.gov.uk/residents/early-years-and-childcare/for-parents-and-carers/early-years-pupil-premium/>
- <https://educationendowmentfoundation.org.uk/early-years/pupil-premium>

**Responsible for EYPP: Alison Ward Headteacher**

**Governor with responsibility for EYPP: Chris Booker**

## **Background**

The Early Years Pupil Premium (EYPP) is additional funding to support disadvantaged pupils in early years settings. Its aim is to close the gap between children from disadvantaged backgrounds and their peers by providing funding to early years providers to help them raise the quality of their provision. It has been available in all local authority areas in England since April 2015 (It was increased from just 3 and 4 year olds to all pupils aged 9 months and over from April 2024).

Research shows that children from disadvantaged backgrounds often underachieve compared to their non-disadvantaged peers. EYPP funding is therefore used to ensure disadvantaged pupils are provided with opportunities that enable them to close the gap that may exist between them and non-disadvantaged pupils.

The Government does not tell schools how they should spend their funding, but does hold schools to account for making the best possible impact on the outcomes for disadvantaged pupils.

At Netherton Park Nursery School we aim to give all pupils the best possible life chances by preparing them well for their next stage in education. We believe that this early preparation builds the foundations of their success as they move through life. We are very mindful that some pupils who are not eligible for the funding may be vulnerable. We therefore support all pupils to make the best progress they can from their individual starting points and to achieve the best they can academically, physically, socially and emotionally no matter what their background.

*'Schools do not have to spend pupil premium so it solely benefits eligible pupils. They can use it wherever they identify the greatest need.'* *'Using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, schools will inevitably benefit non-eligible pupils as well.'* *'Schools may wish to use a portion of PPG funding to support pupils who do not meet any of the PPG eligibility criteria but have other identified needs, where they deem it beneficial to do so.'* *'Using Pupil Premium: guidance for school leaders'* March 2022

We consider the needs of individual pupils and what we feel is the best way forward for them, we use our observations and data to identify gaps in learning and attainment as well as discussions with parents and carers.

## **Eligibility criteria**

Pupils in state-funded early education will attract EYPP funding if they meet at least 1 of the following criteria:

- Income Support OR Income-based Jobseeker's Allowance OR 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 you'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 Working Tax Credit is stopped
- Universal credit
- They are currently being looked after by a local authority in England or Wales
- They have left care in England or Wales through: an adoption OR special guardianship order OR child arrangement order

We offer support to all parent/carers with the completion of the EYPP application form as part of their child's induction process.

## **Funding**

Each eligible pupil is allocated an extra £1 per hour. Which equates to £570 per eligible pupil per year. The funding is calculated through the Nursery School Census and paid out termly.

## Barriers to learning

The main barriers to expected progress and attainment that we have identified for our disadvantaged pupils are:

- Low aspirations and expectations from home.
- Limited exposure to an enriched language environment.
- Lack of exposure to varied life experienced.
- Limited speech, language and communication skills.
- Poor attendance rates.

## Ways in which we aim to overcome carriers for disadvantaged pupils

We base our practice round 'building belief' in our pupils and on the NFER Building Blocks.

We aim to always provide a culture where:

- All staff believe that there are no limits to what each pupil can achieve
- There are no excuses for lack of personal progress or underperformance
- A solution focussed approach is made to overcoming barriers
- The curriculum is rich and varied
- Children are, age appropriately, encouraged to think about their future economic wellbeing and have aspirations for their future careers

NFER research identifies seven "building blocks" for interventions to raise the attainment and outcomes of disadvantaged pupils. These are:

- Whole-school ethos of attainment for all

We have an expectation that all pupils can make good or accelerated progress. Each pupil is an individual and, whilst we have clear knowledge of pupils are entitled to Early Years Pupil Premium we do not treat them as a 'group' or make assumptions that they are all facing similar barriers to learning. We recognise that some pupils will face emotional or physical barriers to learning and we therefore provide a good range of support.

- Addressing behaviour and attendance

We ensure that effective behaviour strategies are in place and that pupils understand how to make good learning and social choices. We ensure that all pupils can learn free from disruption. Poor attendance and punctuality are addressed and families are supported in many ways to encourage and secure improvement.

- High quality teaching for all

We have an ongoing cycle of CPD so that staff have the skills and knowledge to successfully and effectively deliver

the curriculum and are kept up to date with new initiatives and sharing of best practice. We expect 'Quality First Teaching' and we set high standards and robustly monitor performance regularly. Teachers and early years practitioners take part in peer observations where they have the opportunity to develop their skills and practice. We monitor teaching and learning through a cycle of lesson observations and learning walks. Where any teaching or provision falls short of what we expect, actions are put in place to address needs and ensure rapid improvement.

- Meeting individual learning needs

The curriculum and provision is interesting and exciting so that pupils can engage happily with their learning. Teachers, early years practitioners, SLT and the SEND team identify any challenges that impair pupil progress and then work together to find the best strategies that will enable each pupil to achieve the next step in their learning. We provide individual support, including 1:1 Precision Teaching, as well as individual support and group support for pupils with similar needs.

- Deploying staff effectively

Teachers, early years' practitioners and support staff are trained to provide learning opportunities that will have the most impact on individual pupil progress. Staff monitor children's progress, address needs and are held accountable through the Performance Management cycle.

- Data-driven and responding to evidence

Pupils are continually observed and assessed regularly and data is reviewed by the Headteacher so that any underperformance can be addressed in a timely manner.

- Clear, responsive leadership

We expect that all teaching and support staff are leaders of their own area of work and that they will seek advice where necessary and make sound decisions based on their professional knowledge of the needs of their pupils. Senior Leaders set high aspirations and lead by example. We invest in staff training and ensure that the Nursery School ethos is shared, understood and embraced by all. The Senior Leadership Team ensure that activities, experiences and visitors broaden and enrich the curriculum and that there is no barrier to all pupils taking part in these. We aim to ensure to provide a caring and kind environment where all pupils feel safe and can thrive.

## **Provision**

The Headteacher takes overall responsibility for EYPP. A Governor has specific responsibility for overseeing EYPP. EYPP funding is clearly identified and allocated to meet needs. Funding is used to enhance learning opportunities and life experiences for example through the use of visitors and real life experiences, to purchase specific resources and for staff training.

Interventions and targeted support varies each year depending on individual and group needs.

### Examples of support:

- 1:1 or small group work
- Early Talk Boost Language intervention
- Nature Play sessions
- Targeting the Prime Areas for pupils below age related expectations
- Visitors/first hand real-life experiences
- Specific sessions/workshops for parents/carers

### **Specific support for looked-after children (LAC)**

In order to achieve the purpose for LAC, it is the responsibility of the Virtual School Head (VSH) in the Local Authority that looks after the pupil, in consultation with the pupil's educational setting, to ensure that EYPP funding is used to support those pupil's educational needs in accordance with their personal education plans. (epep) The person with responsibility for this is the Headteacher.

### **Specific support for previously looked-after children (PLAC)**

In order to achieve the purpose for PLAC, it is the responsibility of the school to ensure that their use of EYPP funding addresses the specific needs of PLAC attending the school.

### **Monitoring and measuring impact**

- The Headteacher monitors, evaluates and reviews the success of the impact of EYPP funding in terms of improving educational outcomes and cost effectiveness.
- Attainment and progress is evaluated and looked at in conjunction with attendance and parent/carer involvement.
- The EYPP Governor meets with the Headteacher at the end of each term. The EYPP Strategy is shared and impact discussed. Appropriate challenge and questioning takes place.
- Termly the Headteacher reports to the full Governing Body on the effectiveness of EYPP spending and the impact.
- The EYPP Strategy is published on the Nursery School website. 'All schools that receive pupil premium must publish a strategy statement by 31 December each academic year.