



York Road Nursery School

Early Years Pupil Premium (EYPP) Expenditure 2020 -2021 Report to Parents

This year has been unlike any other. We started our Autumn term with a small number of children eligible for EYPP. We always expect fluctuations in this number throughout the year, but the Covid19 Pandemic has effected all our families and caused some families to suffer financial and emotional hardship. The number of families qualifying for EYPP funding has increased greatly. The funding is small, but we endeavor to spend it well, in spite of the restrictions we have all lived under. We carefully assessed the needs, interests and barriers to learning of EYPP children as soon as their families become eligible for the funding. We have been able to target this funding with the aim of closing the gap between our Pupil Premium children's achievement and well-being and those of their peers. EYPP children are discussed in every planning and assessment meeting and activities are tailored to their individual needs. Their progress is monitored with reference to the Early Year Development Matters document and they remain a focus group throughout the year. Their progress is discussed in detail with the head teacher at termly pupil progress meetings.

During periods of Lockdown, our remote learning offer was introduced with lessons on Tapestry (an online platform), live zoom lessons, phone calls and emails to support parents and carers with home activities. Staff created videos and web links to share stories, songs, physical challenges, experiments, yoga, mindful activities, poetry, creative ideas and fun events with all children. Technology access issues were addressed and children were offered hard copies of activities with resources to support families as needed.

We recognised the following as key objectives for our 2020/21 York Road EYPP children this year:

- To support the development their self-confidence and self-esteem, Personal, Social and Emotional skills – more than ever.
- To promote well-being - to give compassionate, timely support to the families of our EYPP children when they are in need.
- To support the development of Communication and Language skills - children's speech and their use of language, listening and attention skills.
- To support the development of Expressive Arts & Design and Understanding of the World skills, areas of the curriculum identified as needing more focus after our baseline assessment in September.
- To enhance children's learning through widening children's life experiences building on their cultural capital and celebrating cultural diversity.
- To develop Literacy skills, with particular focus on phonics.

Decisions on how to spend the Pupil Premium money are made as a team at designated staff meetings. Due to Covid restrictions, our usual workshops and arrangements for visitors have been challenging this year. We have moved some events online, invited visitors when able, held our own in-house sessions utilizing skills of our staff eg. Science club and Tapestry experiments to replace Labtots science workshop.

In the interests of GDPR, spending of EYPP money is given in general terms below. If you wish for a more detailed break down of EYPP spending, please apply to the school office.

202/21 EYPP spending and proposed spending to date is as follows:

Intention	Implementation	EYPP Cost
<ul style="list-style-type: none"> To support the development of self-confidence and self-esteem, Personal, Social and Emotional skills. 	<p>EYPP children will be offered as range of after nursery clubs free of charge. These include: French, sewing and also, as Lockdown lifts, a Sport skills club run by “Super Star” sports with professional coaches teaching football, tennis, basket ball and athletic skills in a fun way.</p> <p>We work closely with NESSie (Northherts, Emotional Health in Schools Service http://nhdspl.org.uk/nessie.html).</p> <p>The nursery has sessions known as Sensory Trails, run by an experienced member of staff to promote alertness, stamina and calmness.</p> <p>All key staff have received training in Mindfulness and “MyHappyMind”. Practitioners use techniques with the children focusing on breathing and visualisation to promote relaxation. We have a Sensory room adding to children’s wellbeing (previous EYPP investment).</p> <p>Key staff are trained in Makaton sign language to describe and enhance talk including feelings.</p> <p>Resilience Reaps Rewards training for all staff, updated regularly.</p> <p>We have an emotional support dog on site most days.</p>	<p>£30.00 per EYPP child attending for each half term of sports skills coaching. On going</p> <p>On going</p> <p>Nil. Minimal costs met by nursery.</p> <p>Cost covered in staff training budget.</p> <p>As above.</p> <p>As above.</p> <p>Cost covered by school.</p>

Impact: Teachers report that the children enjoy the clubs as they commenced after Lockdown, confidence is growing and progress made in Personal Social & Emotional Development.

<ul style="list-style-type: none"> To promote well-being – to give compassionate, timely support to the families of our EYPP children when they are in need. 	<p>The school meets/contacts parents regularly (as often as needed) to find ways to support them. For example, we have offered flexible sessions and Yorkies places where this would be of benefit to families in need.</p> <p>York Road took part in the local Christmas hamper appeal and nominated vouchers to EYPP families.</p> <p>Children’s individual needs are at the forefront of all our staff’s minds. We have provided our children with shoes, wellington boots, clothing, snacks as well as space and time to talk when needed.</p>	<p>Cost met by nursery and Yorkies Day Care.</p> <p>Government vouchers.</p> <p>Cost of items as needed.</p>
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Impact: Teachers have been working with our EYPP families to help and support them with a range of difficulties, more than ever this year.

<ul style="list-style-type: none"> To support the development of Communication and Language skills - children’s speech and their use of language, listening and attention skills. 	<p>Staff hold weekly discussions and record evidence of support in place for teaching & learning for those children entitled to EYPP.</p> <p>Speech and Language enrichment group work for identified children. Visual aids, eg timelines, objects of reference. Wellcomm screening.</p> <p>Visits (virtual and in person whenever possible) from Speech & Lang therapists. Children are signposted to local Speech and Language ‘Drop in’ clinic at Bedford Rd.</p>	<p>Costs covered by nursery.</p> <p>Costs covered by nursery.</p> <p>Cost covered by nursery.</p>
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Impact – Staff have identified and assessed those children in need of speech and language support using Wellcomm. Enrichment groups are on going. Progress has been observed since Sept 2020 in Communication and Language. Due to the ‘broken’ nature of this year, some children still require support to progress from September baseline.

<ul style="list-style-type: none"> To support the development of Expressive Arts & Design. 	<p>Following the success of yearly events, the school held a ‘Messy Play Workshop’ online for children and parents in September.</p> <p>We purchased individual pots of Play-Doh for every child (named</p>	<p>£30.00 spent to replace resources used.</p> <p>Around £150</p>
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	<p>for each child in line with Covid safe practices) for regular “Dough Disco” These are not only great fun, but engage children in moving to music and exercise muscles the children need when early mark making in readiness for writing. These resources are being used during ‘Feeling Good Week’ in February. Dough pots are also used in mindful sensory play sessions.</p>	
<p>Impact – Expressive Art and Design (EAD) has been identified as a focus area for all children at York Road. Key teachers have reported progress has been made since September.</p>		
<ul style="list-style-type: none"> • To support the development of Understanding of the World • To enhance children’s learning through widening children’s life experiences – cultural capital & celebrate cultural diversity. 	<p>We have a fully trained Forest School teacher on staff who co-ordinates our ‘Woodland Wednesdays’ when groups visit the nearby woods at Hitchin Boys School for Forest school activities such as den building, crafts with natural materials, tree climbing and lots of running in the woods. These sessions resumed as Lockdown lifted.</p> <p>We are planning to invite parents in to talk about their occupations – online if need be. A parent is visiting in April/May to run a ‘Toy Surgery’, talking about her work as a Paediatrician and treating teddies with ‘minor medical problems’!</p> <p>Budget for science club.</p> <p>Ark Farm visit. Booked and cancelled, rebooked for May. This is a mobile farm with goats, donkey, chickens, ducks, a dog, sheep for the children to touch, feed and ask the farmer questions</p> <p>Paul Scourfield visit on line during Feeling Good Week to perform songs on the Melodium for all children.</p> <p>We may be able to resume our visits to a local day centre for the elderly, making links between York Road and the wider community.</p>	<p>Nil. Minimal costs met by nursery.</p> <p>Nil.</p> <p>£30.00 for resources.</p> <p>£100</p> <p>£570 for whole school one day session.</p> <p>Cost covered by school fund account.</p> <p>Nil.</p>

	<p>Following the effectiveness of last year's spending, we will be booking Kultural Fusion, African storyteller on line. Thabani not only entertains all children with African tales involving drumming, drama and song, but provides the children with a positive role model.</p> <p>Multicultural books and resources in all areas.</p> <p>Reading in different languages, see below.</p>	<p>£150.00</p> <p>Cost covered by school. 'Book Start' – from the library service.</p> <p>See below</p>
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Impact – Understanding of the World (UW) has been identified as another focus area for all children at York Road being the other area on Baseline assessment where more focus is needed. Life experiences are central to developing this area of knowledge. The children have demonstrated improved knowledge about the environment, technology and an interest in the people around them. We are monitoring progress for our children from different cultural backgrounds (including EYPP children) and ensuring resources are familiar to all.

<ul style="list-style-type: none"> To support the development of Literacy skills with particular focus on Phonics. 	<p>Books in every area of the nursery, including non-fiction, comics, factual leaflets. Books outside.</p> <p>We are talking to teachers from our neighbouring Junior school to find time for Year 5/6 children to read with our little ones. They have been brilliant in previous years and hopefully with Lockdown lifting this can happen again.</p> <p>Differentiated phonics lessons online.</p> <p>Parents/grandparents/members of staff with English as an additional language will be invited to come in (or online) and read stories from their culture, in their own language.</p> <p>We have introduced Core Books at York Road, linking quality texts to areas of the Characteristics of Learning for Early Years children. Every child who qualifies for EYPP funding has received a book bag containing copies of core books</p>	<p>Minimal. Books and comics were donated.</p> <p>No cost. Thank you to our educational partners at Wilshere Dacre.</p> <p>Nil.</p> <p>Minimal cost.</p> <p>Thank you to all those giving their time.</p> <p>£50 approx per child</p>
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	<p>for the term.</p> <p>York Road holds a World Book day every year in March. Children dress up and bring in their favourite books. Book vouchers and free books are given to every child – some dual language books are given to bilingual families also.</p>	<p>Library service provide 'Book start' packs and vouchers for every child with dual language books and sensory books for children with SEND.</p>
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Impact: Children are enjoying books for pleasure in school, talking about them, handling them correctly. Practitioners telling daily stories on Tapestry, during periods of Lockdown, have modelled reading and sharing books with children. In a survey by our Hertfordshire Improvement Partner, parents reported that the children were highly engaged with the story videos and that as parents and carers they were 'picking up tips' on how to talk about the stories with their child.

Ruth Cotterill (EYPP lead) March 2021