



Westfield Nursery School 'Early Years Pupil Premium Funding'

Early Years Pupil Premium (EYPP) Funding

The government currently allocates additional funding to schools in the form of an 'Early Years Pupil Premium Fund'.

It is very important to claim this funding for your child as it gives settings extra funds to meet your child's needs. In Early Years this funding is allocated automatically. Nursery is told if your child is eligible, and we ensure your child is supported appropriately.

Is my child eligible for EYPP Funding?

Children who are eligible for this funding include

- Children entitled to free school meals
- Children adopted from care
- Children under special guardianship

In order to claim Early Years Pupil Premium Funding a parent/ carer must be claiming one of the following benefits:

- Income support
- Income-based jobseekers' allowance
- Income-related employment and support allowance
- Support under Part IV of the Immigration and Asylum Act 1999
- The guaranteed element of state pension credit
- Child tax credit, provided that you are not also entitled to working tax credit and have an annual gross income of £16,190 or less
- Working Tax credit run-on (paid for four weeks after you stop receiving Working Tax Credit)

Or

- if your child has 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

Intent

At Westfield Nursery School we strive to ensure all children, regardless of their background or need, make excellent progress and reach their full potential across the curriculum. The focus of our pupil premium strategy is to support children at risk of disadvantage in achieving these goals. When allocating funding we take a holistic approach, considering starting points and potential challenges. We strive to provide high quality teaching.

Opportunities for children who receive EYPP

After receiving the names of eligible pupils, we identify each pupil's needs by staff knowledge of the pupils learning and a review of their assessment data to identify solutions. Resources are then allocated, and pupils outcomes monitored. We inform parents/ carers of what extra support their child will receive. Each child has a minimum of three sessions weekly. The Head teacher, EYPP champion and class leaders meet at least termly to review the needs, targeted solutions and strategies. We use funds to ensuring children have a rich range of outside experiences as well as well as opportunities to work and flourish in small group situations. Feedback is sought from children and staff after special events.

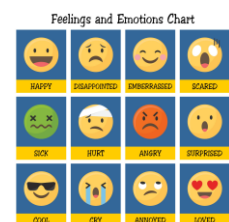
Lift Off to Language

This promotes speech and language through small group activities, introducing children to a wide range of vocabulary and promoting their self-confidence when interacting with their peers.



My Time

Children have the opportunity to work in a small group to name and express a range of emotions, talk about life experiences and face challenges in a secure environment which builds resilience.



Forest School

This is an inspirational process, that offers learners, working in a small group, opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in the natural environment.

Children focus on a range of learning from using a range of tools to enjoying planting and caring for what they have planted.





Games Group

Games group encourages social interactions and communication between adults and children and children with their peers. Activities are specifically chosen to support sharing and turn taking.



Bucket time: Some children attend 'bucket time.' This is completed in a quiet space with a small group of children with a high adult to child ratio. There are three stages we use at bucket time. Stage one is the bucket itself. The children listen/ sing a song and wait to see what is in the bucket. This is always something new and exciting to stimulate interest. Staff ensure children are focussed and introduce new vocabulary.



Once the bucket is finished the staff member leads another activity, stage two, where children watch and listen, this sensory activity supports concentration and focus. The third stage involves children being invited to have a go at the stage two activity. Stage four involves children completing an adult directed task at a 'workstation.' This focuses on an element of our curriculum, for example using tweezers to put pom poms in a pot which supports physical development.

Tap Tap Box: This is a small group activity supporting listening, attention and communication. There is a song to introduce the box, and children take turns to remove and explore an object from the box before returning it. The box can contain a variety of items such as sensory items, natural items or household items.



Sensory bag: This is a small group intervention where children can feel inside a bag to select and explore an object.



Life Experiences

We also fund a range of wider life experiences such as a performance experience, a musical experience and an animal experience.





What should I do if I have further questions?

If you have any questions talk to:

-Mrs Collins regarding how your child may currently be supported in Nursery

**Thank you for your support of the school.
Should you have any comments please contact Mrs Collins**