



**Thornton Heath Nursery School**  
**Early Years Pupil Premium (EYPP) 2016-17 - Impact Report**



The Early Years Pupil Premium (EYPP) is additional funding for early years settings to improve the education they provide for disadvantaged 3 and 4-year-olds. In 2016-17 the level of the premium was 53p per hour, per eligible pupil. We anticipated to receive funding for 25 pupils, however funding was received for 32 children.

| <b><u>Overview of activities and support</u></b>  | <b><u>Targeted children</u></b>  | <b><u>Intended impact and outcomes</u></b>   | <b><u>Impact</u></b>  |
|---|--|--|---|
| <p><b><u>Matching children in receipt of EYPP to specifically trained Keyworkers</u></b><br/>           A member of staff in each nursery room is responsible for overseeing any additional support or intervention which children in receipt of EYPP may require.</p>                                      | <p>Targeted children in receipt of EYPP and others, dependent on their need.</p> | <p>Accelerated progress for children in receipt of EYPP, where the outcome is to narrow the gap between this group and their non-EYPP peers.</p> | <p>On average, children eligible for EYPP made better than expected progress (7.0) over the academic year. On average their non-EYPP peers made 7.4 jumps progress (gap of -0.4). <i>See appendix 1 &amp; 2.</i></p>  |
| <p><b><u>Senior Teacher as our EYPP Leader</u></b><br/>           Our senior teacher is responsible for the tracking, monitoring of progress and attainment for our children in receipt of EYPP.</p>  | <p>Targeted children in receipt of EYPP and others, dependent on their need.</p> | <p>Accelerated progress for children in receipt of EYPP, where the outcome is to narrow the gap between this group and their non-EYPP peers.</p> | <p>% of children eligible for EYPP at ARE or above increased for the nursery marker cohort, demonstrating good progress from their Autumn 1 baseline. <i>See appendix 1 &amp; 2.</i></p>  |
| <p><b><u>Provision of healthy snacks</u></b><br/>           The school provides each child in the nursery with a daily snack, such as fruit. Our snack time develops children's social skills, offers opportunities to develop speaking and listening as well as teaching children how to prepare food.</p> | <p>All children.</p>   | <p>The nursery contributes towards children having a balanced and healthy diet.</p>  | <p>All children benefitted from our daily healthy snack time, including preparing foods. Different cultures were reflected in our snack time at religious celebrations during the year. Skills such as positive eating habits and good manners were also taught during our snack times.</p> |
| <p><b><u>School trips</u></b><br/>           All children have access to and benefit from off-site visits, regardless of financial situation.</p>   | <p>All children, dependent on situation.</p>                                     | <p>All children access broader and richer experiences, to develop their knowledge and understanding of the world.</p>                            | <p>Children who were eligible for EYPP had to option to pay a 50% reduced rate for school trips last academic year. This ensured that all children, regardless of their financial status, had the opportunity</p>   |



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|--|---|--|--|
|  |   |  | to benefit from the learning generated during a school trip.   |
| <b><u>Contingency funding and support</u></b><br>A fund which is maintained for unforeseen circumstances and extended hours support, when necessary. We encourage children in receipt of EYPP to arrive early to start the day with a breakfast by supplementing the cost. | Targeted children in receipt of EYPP and others, dependent on their need. | Children's attendance and punctuality is improved and families are able to attend meetings. Families feel supported by THNS.           | 3 children eligible for EYPP benefitted from our free early drop off during breakfast club last academic year. 1 child eligible for EYPP accessed a free full-time place for over 2 terms due to family circumstances. Additional nursery sessions were available for all children when parents/ carers were accessing courses, meetings or workshops. |
| <b><u>External agencies</u></b><br>To evaluate provision and give advice in order to remove barriers to learning and raise standards for all pupils, including children who are eligible for EYPP.   | Targeted children in receipt of EYPP and others, dependent on their need. | To work effectively with a range of agencies to continue to raise standards for all pupils, including those who are eligible for EYPP. | 50% of our SEND register last year were also eligible for EYPP, so external agencies were utilised to ensure a thorough assessment of their needs before their transfer to primary school.   |
| <b><u>Relevant training and CPD</u></b><br>Staff training as required, to support the needs of all children including those in receipt of EYPP, such as 'Makaton' training.  | All children and families, including those in receipt of EYPP.            | Staff are well-informed and qualified to meet the needs of all learners, including those in receipt of EYPP.                           | Staff received refresher training in 'Makaton' to support communication with all children. Additional CPD was arranged through staff meetings, INSET and externally dependent on need.   |
| <b><u>Parent workshops</u></b><br>THNS runs a range of workshops to support families and their children, such as supporting their child in reading, maths, communication, potty training, school admissions, behaviour etc.  | All children and families, including those in receipt of EYPP.            | Parents are well-informed, confident and supported by THNS to develop their children's learning at home.                               | Parent workshops were delivered at least once every three weeks, focusing on a range of subjects (e.g. messy play, toilet training, accessing employment etc). Families at THNS are very well supported and are encouraged to attend workshops, particularly if there is an area of need.  |



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### Appendix 1 – EYPP attainment data for 2016-17 (nursery marker cohort)

| Aspect                       | Autumn 1<br>11 children EYPP<br>54 children non-EYPP |                               | Autumn 2<br>11 children EYPP<br>54 children non-EYPP |                               | Spring 2<br>17 children EYPP<br>48 children non-EYPP |                               | Summer 2<br>19 children EYPP<br>44 children non-EYPP |                               |
|------------------------------|--|-------------------------------|--|-------------------------------|--|-------------------------------|--|-------------------------------|
|                              | EYPP<br>%ARE/<br>ARE+                                | Non-<br>EYPP<br>%ARE/<br>ARE+ | EYPP<br>%ARE/<br>ARE+                                | Non-<br>EYPP<br>%ARE/<br>ARE+ | EYPP<br>%ARE/<br>ARE+                                | Non-<br>EYPP<br>%ARE/<br>ARE+ | EYPP<br>%ARE/<br>ARE+                                | Non-<br>EYPP<br>%ARE/<br>ARE+ |
|                              | Speaking   | 64                            | 54   | 64 -                          | 67 ↑   | 65 ↑                          | 77 ↑   | 65 -                          |
| Moving & Handling            | 55   | 54                            | 64 ↑   | 83 ↑                          | 77 ↑   | 92 ↑                          | 84 ↑   | 95 ↑                          |
| Self-Conf & Self-Awareness   | 64   | 72                            | 73 ↑   | 83 ↑                          | 88 ↑   | 94 ↑                          | 85 ↓   | 98 ↑                          |
| Reading                      | 55   | 50                            | 55 -   | 69 ↑                          | 59 ↑   | 77 ↑                          | 74 ↑   | 81 ↑                          |
| Number                       | 55   | 46                            | 64 ↑   | 65 ↑                          | 71 ↑   | 81 ↑                          | 79 ↑   | 86 ↑                          |
| % ARE in all aspects tracked | 46   | 41                            | 55 ↑   | 52 ↑                          | 59 ↑   | 66 ↑                          | 63 ↑   | 79 ↑                          |

  

| Strengths |   |
|-----------|---|
| •         | % of children eligible for EYPP at ARE or above has increased for the nursery marker cohort except for -3% in SC/SA (one child), demonstrating good progress from their Autumn 1 baseline |
| •         | Increase of +15% attaining ARE in reading   |

  

| Areas for development |   |
|-----------------------|---|
| •                     | Closing the gap between children eligible for EYPP and their peers, particularly in speaking (-26%) |
| •                     | Improving progress in speaking from baseline for children eligible for EYPP (only +1%)              |

  

| Actions for next academic year 2017-18 |   |
|--|---|
| •                                      | Whole school focus on boosting speaking attainment for children eligible for EYPP   |
| •                                      | Ensure our more disadvantaged families are encouraged to attend THNS workshops and are signposted to external agencies or events, where appropriate |

### Appendix 2 – Progress data for 2016-17 (nursery marker cohort)

| Average of 5 Selected Subjects  |          | Speaking   |            |            | Moving and handling |            |            | Self-confidence and self-awareness |            |            | Reading    |            |            | Numbers    |            |            |
|---------------------------------|----------|------------|------------|------------|---------------------|------------|------------|------------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|
| No. ⚡                           | % ⚡      | Nur Aut1 ⚡ | Nur Sum2 ⚡ | Progress ⚡ | Nur Aut1 ⚡          | Nur Sum2 ⚡ | Progress ⚡ | Nur Aut1 ⚡                         | Nur Sum2 ⚡ | Progress ⚡ | Nur Aut1 ⚡ | Nur Sum2 ⚡ | Progress ⚡ | Nur Aut1 ⚡ | Nur Sum2 ⚡ | Progress ⚡ |
| All Pupils                      | 61 100.0 | 23.3       | 30.6       | 7.3        | 22.4                | 30.6       | 8.1        | 23.8                               | 30.8       | 7.0        | 24.7       | 31.0       | 6.3        | 22.8       | 30.2       | 7.5        |
| Males                           | 37 60.7  | 22.8       | 29.8       | 7.0        | 21.4                | 29.5       | 8.1        | 23.7                               | 30.2       | 6.5        | 24.5       | 30.5       | 6.0        | 22.2       | 29.3       | 7.1        |
| Females                         | 24 39.3  | 24.0       | 31.7       | 7.8        | 24.1                | 32.3       | 8.2        | 24.0                               | 31.8       | 7.8        | 25.0       | 31.9       | 6.9        | 23.7       | 31.7       | 8.0        |
| In Care                         | 1 1.6    | 22.2       | 30.6       | 8.4        | 23.0                | 31.0       | 8.0        | 23.0                               | 31.0       | 8.0        | 21.0       | 31.0       | 10.0       | 21.0       | 30.0       | 9.0        |
| FSM                             | 0 0      |            |            |            |                     |            |            |                                    |            |            |            |            |            |            |            |            |
| Not FSM                         | 61 100.0 | 23.3       | 30.6       | 7.3        | 22.4                | 30.6       | 8.1        | 23.8                               | 30.8       | 7.0        | 24.7       | 31.0       | 6.3        | 22.8       | 30.2       | 7.5        |
| Pupil Premium                   | 19 31.1  | 22.7       | 29.8       | 7.0        | 21.4                | 29.3       | 7.8        | 23.2                               | 29.8       | 6.6        | 24.8       | 31.0       | 6.2        | 22.2       | 29.3       | 7.1        |
| Not Pupil Premium               | 42 68.9  | 23.5       | 30.9       | 7.4        | 22.9                | 31.2       | 8.3        | 24.1                               | 31.2       | 7.1        | 24.7       | 31.1       | 6.4        | 23.0       | 30.7       | 7.6        |
| SEN Support                     | 8 13.1   | 20.2       | 27.2       | 7.0        | 17.3                | 25.1       | 7.9        | 22.3                               | 28.4       | 6.1        | 23.8       | 29.1       | 5.4        | 19.3       | 26.6       | 7.4        |
| Education, health and care plan | 2 3.3    | 15.8       | 21.7       | 5.9        | 14.0                | 20.0       | 6.0        | 18.0                               | 23.0       | 5.0        | 14.0       | 21.5       | 7.5        | 18.0       | 23.5       | 5.5        |
| Not SEN                         | 51 83.6  | 24.1       | 31.5       | 7.4        | 23.6                | 31.8       | 8.3        | 24.3                               | 31.5       | 7.2        | 25.3       | 31.7       | 6.5        | 23.5       | 31.1       | 7.5        |
| Academically More Able          | 0 0      |            |            |            |                     |            |            |                                    |            |            |            |            |            |            |            |            |