

## Early Years Pupil Premium Action Plan 2022-23

### Children eligible for Pupil Premium ( Baseline)

Forecast Yearly Income x Pupil premium eligibility £15,000



### How do we spend this? What is the impact?

The Early Years Pupil Premium (EYPP) gives providers of early year's education extra funding to support disadvantaged 3- and 4-year-olds.

Providers will receive £342.10 for each eligible child who takes up the full 570 hours of state-funded early education they are entitled to.

At Bloomsbury we will use this additional funding to provide tailored interventions in response to identified needs.

We will focus on the Prime Areas of learning; ensuring children access additional support.

We will measure progress at termly intervals




**Autumn Tern 2017 : 56%**  
37 children out of a total of 66 eligible to apply  
**Autumn 2018: 60%**  
53 out of 88 children eligible to apply  
**Autumn 2019: 74%**  
52 out of 70 children eligible to apply  
**Autumn 20: 62%**  
**Autumn 2021: 61%**  
36 out of 59 children eligible to apply  
**Autumn 2022: 61%**  
34 children out of 55 eligible to apply

**62%** of the cohort (national figure is 22 % DFE National Statistics June 22 ) as of Autumn 22

**Main internal and external barriers:**

- Vulnerable families and pupils with emotional and social needs
- High numbers of pupils with limited/no English
- High mobility and temporary housing, often overcrowded with no gardens
- Delayed language and vocabulary skills
- Children living in an area of high deprivation

<p><b>Proposed Actions</b> High Quality Early Years provision Parents &amp; Family Focussed</p>	<p><b>Projected Impact</b> What difference do you hope to achieve? How will you know? What evidence do you need to collect to show outcomes have been achieved?</p>	<p><b>Funding Allocation/Resources</b></p>
<b>Communication &amp; Language Development</b>		
<p><b>Makaton CPD</b></p> <p><b>WellComm CPD</b></p> <p><b>Attention Birmingham CPD</b></p> <p><b>Communicate in Print Resources</b></p> <p><b>Now &amp; Next Boards/Visual Timetables</b></p> <p><b>Sound Boards</b></p>	<p>The nursery school environment will be communication friendly, with clearly demarcated visual cues to develop independence and inclusion</p> <p>Educators will feel confident, inspired and able to accurately assess and plan purposeful interventions.</p> <p>Assessments completed to inform attainment, progress and possible language group interventions ( WellComm)</p>	<p>To include training to ensure all Educators feel confident to implement <b>Wellcomm assessments</b></p> <p>Resources to enable Attention Bham training</p> <p>Funding for Makaton and communication resources e.g. Sound Boards</p>
<b>Physical Development/ PSED</b>		
<p><b>Forest School Training &amp; weekly Sessions for targeted Children</b></p>	<p>Forest Schools is a method of education which is hugely successful in supporting children's imagination, social and independence skills.</p> <p><b>Children learn in a purely kinaesthetic manner.</b> We intend for this learning opportunity to provide an alternative experience, outdoors in a calmer, natural learning environment.</p>	<ul style="list-style-type: none"> <li>• Resources to enable sessions to take place</li> <li>• Forest School specialist teacher to attend nursery school x 1 day each week, to work alongside educators at nursery school, modelling good practice.</li> </ul>

	<p>Many of our children live in Tower Blocks, with limited outdoor space.</p> <p>Being outside, in a natural environment, will promote wellbeing and enable the children to develop their physical skills.</p> <p>The sessions will be led by a practitioner from Forest Schools Bham, with support from a keyworker.</p>	
<p>Increased support from our professional partners'; <b>Educational Psychologist</b></p>	<p>By increasing the number of hours purchased from our Educational Psychologist, this will enable greater support for children with experiencing adverse childhood experiences.</p>	<p>All staff to access TIAAS training  Trauma Informed Attachment Aware Schools</p>
<p><b>All Children</b></p>	<p>A substantial breakfast ensures all Children are ready to learn We will provide a choice of breakfast cereals and a variety of fruit and healthy snacks We will ensure all children are aware of this offer</p>	
<p><b>All Children</b></p>	<p>Access to high quality reading books that reflect cultural diversity and positive role models. Provision of 'Home Reading Bag' for each child</p>	

### Monitoring and Evaluation

- What difference has this funding made? How do we know? What has the impact of our actions been on pupil progress?
- Governors will monitor pupil premium expenditure through termly learning walks and through FGB meetings

**Article 3 : The best interests of the child must be a top priority in all actions concerning children.**

