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Oxhey Early Years Centre

Early Years Pupil Premium (EYPP) at OEYC

What is early years pupil premium?

Early years pupil premium is an additional amount of funding that schools, pre-schools, nurseries and childminders will be able to claim for eligible 3 and 4 year old children to support their development and learning.

From April 2015, all Early Years providers are able to claim extra funding through the Early Years Pupil Premium (EYPP) to support children's learning and development. 3- and 4-year-olds in state-funded early education will attract EYPP funding if they meet at least 1 of the following criteria:

- Income Support
- income-based Jobseeker's Allowance
- income-related Employment and Support Allowance
- 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 they'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 they stop qualifying for Working Tax Credit
- Universal Credit
- they have 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
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The Early Years Pupil Premium can provide up to an extra £302 a year and settings can use the additional funding in any way they choose to improve the quality of the "early years" experience that is provided for your child. Here at Oxhey Early Years we value every child and believe that children make progress through high levels of wellbeing, involvement and exploratory play. EYPP will be used for targeted intervention to enhance teaching and learning within the setting and to close the attainment gap. This could include training our staff in working on specialist areas such as speech and language or purchasing specialist resources to meet the needs of the child. We will use assessment to identify where a child may need additional support and consider resources/training accordingly.

How do parents apply?

All parents of 3-4 year olds will be given a form to complete at the beginning of each term. The office staff will use the information on the form to apply on line to find out if your child is eligible for EYPP.

Summer 2015

2 children in the maintained nursery school were eligible for EYPP. The money was used to support their well-being. Both children made good progress in all areas of learning and left Nursery with at age-related expectations

Autumn 2015

11 children in the maintained nursery school are eligible for EYPP.

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Spring 2016

14 children in the maintained nursery school are eligible for EYPP.

Summer 2016

15 children in the maintained nursery school are eligible for EYPP.

The funding is being used to support speech and language intervention and well-being intervention.

This will include:

- ❖ Well Comm (Speech and Language assessment package) materials - supporting the children in targeted intervention groups
- ❖ Well-being play sessions
- ❖ Funding play therapy
- ❖ Training for staff - intervention programme "Take 5" and using Take 5 in intervention groups
- ❖ Additional resources to support interests and fascinations

Money Spent 1516

Resource/Activity/Staffing	
WellComm materials	£300.00
Take Five training	£150.00
Take Five resources	£100
Play Therapy (2x12 weeks)	£600.00
Resources - individual fascinations	£100.00
Cover for staff	£1,000
Intervention staffing- 1 to1 filial play, social communication groups	£2,000

Impact 1516

A large majority of children receiving EYPP left nursery having achieved at age related expectations in the Prime Areas of learning (Communication and Language, Physical Development and Personal and Social Development). Progress across the 3 prime areas was an average of 3.7 steps for this group. This means that all children were making at least typical progress and many were making accelerated progress.

EYPP - funding was used to support training and interventions using Well Comm. and Take 5. Both have a high focus on speech, language and communication (difficulties in communication can create a barrier to learning and to forming social relationships and provide evidence of impact and provide support and information for parents. Information from interventions is also fed into provision and adult-led planning in the main setting.

Additionally individual children were supported with well-being interventions (1 to 1 filial play) and play therapy. Raising children's well-being ensures that they are able to feel happy and secure in the learning environment and it helps to remove barriers to learning associated with low self-esteem/ well-being.

