

**Early Years Pupil Premium Policy**

The aim of the Early Years Pupil Premium is to close the gap between children from disadvantaged backgrounds and other  children by providing additional funding to settings such as ours, therefore providing the opportunity to raise the quality of provision we offer.

All children aged three and four (not two year olds), who meet the eligibility criteria will benefit from the funding. This funding is paid directly to us on an hourly rate basis, linked to claimed hours for entitled children.

 In order to be able to claim this funding we require parents to sign the funding agreement which asks for details of parent’s date of birth and National Insurance number.

**Which three-and four-year-olds will be eligible for the EYPP?**

A child will be eligible for the EYPP if they:

1. Are in a low-income family and their parents are in receipt of benefits (one or more), for example, Child Tax Credit and Income Support;
2. Have been adopted from care;
3. Have left care through special guardianship;
4. Have been looked after by the local authority for at least the span of one day;
5. Are subject to a child arrangement order.

As an Early Years setting we have the freedom to choose how we spend the money to best support disadvantaged children in our care. Our preschool will use the additional funding in the following ways:

1. Select relevant services from the ‘Early Years charged offer to private and voluntary (PV) early year’s providers’ available from West Sussex Early Years.
2. Continue our commitment to furthering our knowledge within our Continuing Professional Development by attending relevant training.
3. Buy in any specialist services to support families and children (this includes the cost of staffing such events), such as, healthy cooking, parenting classes and information awareness sessions.
4. Providing additional staff to allow us to provide more acceptable child:adult ratios.
5. Purchasing additional resources.
6. Outside physical classes such as Pilates, yoga, rugby tots

**Measuring the impact of the EYPP.**

We are continually reviewing the data we collect on children’s attainment and refreshing our strategies to support children who are falling behind or in danger of doing so. The practical ideas that are implemented on a daily basis are only a few of the strategies used and their success can be monitored through the data. However, there are other ways that we measure and monitor the impact we have on families. These are:

1. Parent questionnaires;
2. Informal conversations at the start or end of a day;
3. Parent feedback forms provided with children’s Learning Journals;
4. Formal consultations;
5. Conversations with professionals we work alongside to support families;
6. Feedback from feeder primary schools;

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 **Transition**

We discuss how the transition into the setting will go ahead using parent’s knowledge of their children to guide us. Sometimes it has been as simple as printer paper, ink and photos where we have designed a booklet to aid a child (and on occasion children from other settings) in their transition into school. We are in the process of improving this to make it more child friendly and adopt a ‘story’ theme instead of it merely being factual. We plan to develop one for families to use as they prepare to enter our setting possibly using pictures of their child from the initial visit.