



Foundations for Children
Nursery Schools Federation



Foundations for Children Early Years Pupil Premium Policy

**Croyland Nursery School, Parklands Nursery School,
Camrose Early Years Centre and Highfield Nursery School**

POLICY APPROVED BY:	Full Governing Body
DATE PUBLISHED:	January 2024
DUE FOR REVIEW:	January 2025
TO BE REVIEWED BY:	Cath Draper



Contents

1. Principles	3
2. Background	3
3. Provision	4
4. Reporting	4
5. Success Criteria	5



1. Principles

All members of staff and governors accept responsibility for 'socially disadvantaged' children and are committed to meeting their pastoral, social, and academic needs within a caring special school environment. This is an essential, integral part of the supportive ethos of the whole school community.

As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need.

2. Background

The pupil premium is a Government initiative that targets extra money for children from deprived backgrounds, which research shows underachieve compared to their non-deprived peers. The premium is provided in order to support these children in reaching their potential. It is in addition to any funding the child may receive to support their special educational needs. Children must be eligible for either their 15hr or 30 hr childcare funding at the age of three years, from the term after their third birthday along with the household being eligible for one of the following:

- Universal Credit (household income must be less than £7,400 a year after tax not including any benefits you get)
- Income Support
- Income-based Jobseekers 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 you're not also entitled to Working Tax Credit and have an annual gross income below £16,190)
- Working Tax Credit run-on – paid over 4 weeks after you stop qualifying for Working Tax Credit

Children may also be eligible if:

- have been looked after by the Local Authority for at least one day
- were adopted from care in the Local Authority
- have left care through Special Guardianship; and subject to a Child Arrangement order setting out with whom the child is to live (formerly known as Residence Orders)

The Government have used children eligible for income support as an indicator for deprivation, and have deployed an hourly rate of 0.53pence to early years settings per child, per hours claimed for their 15hr or 30 hr eligibility.



At Foundations for Children Nursery Schools Federation we will be using the indicator of those eligible for EYPP as our target children to 'narrow the gap' providing opportunities to increase achievement and raise aspirations.

3. Provision

In order to meet the above requirements, the Governing Body will ensure that provision is made which secure the teaching and learning opportunities that meet the needs of all children. Our priority will be focussed on 'narrowing the gap' for those children not on track to achieve the individual targets set for them.

As part of the additional provision made for children who belong to vulnerable groups, the Governors of the school will ensure that the needs of socially disadvantaged children are adequately assessed and addressed through the three weekly vulnerability meetings held by senior leaders where there are planned recording intervention strategies and reviews. In making provision for socially disadvantaged children, the Governors of the school recognise that not all children who are eligible will be socially disadvantaged.

The Governors also recognise that not all children who are socially disadvantaged are registered or qualify for pupil premium. The Governors reserve the right to allocate the Pupil Premium funding to support any child, or groups of children the school has legitimately identified as being socially disadvantaged or vulnerable children.

The range of provision

- Facilitating children's access to education
- Facilitating access to broader curriculum opportunities
- Additional teaching and learning opportunities
- Alternative support and intervention

The Deputy Head of each school, in conjunction with the Executive Head, will maintain an on-going programme of support for socially disadvantaged or vulnerable children, which will be monitored by the Governors' Curriculum Teaching and Learning Committee.

4. Reporting

A report will go to the CTL Committee on a termly basis from the Deputy Head of each school.

- The progress made towards narrowing the gap, for identified groups of socially disadvantaged/ vulnerable children.
- An outline of the provision that was made during the term since the last meeting.



- Illustrate with case studies at the end of the year

It will be the responsibility of the Deputy Heads to ensure an outline of the school's progress towards 'narrowing the gap' for the identified groups of socially disadvantaged / vulnerable children are given to the school's Governors on a termly basis.

The governing body will consider the information provided from Deputy Heads in the light of the data relating to the progress of the school's socially disadvantaged / vulnerable children.

5. Success Criteria

The evaluation of this policy is based on the progress made by the school to 'narrow the gap' between socially disadvantaged children and their peers. Targets will be identified and evaluated annually and included in the School Development Plan.

The success criteria for the Pupil Premium Policy are:

- Early intervention and support for identified socially disadvantaged/ vulnerable children
- The vast majority of the identified children will meet their individual targets
- Having an effective system for identifying, assessing and monitoring children
- Effective parental child school support through our family support offer
- Having a whole-school approach
- Create a positive school atmosphere in which children's differences are recognised and valued as full members of the school community; developing confident and independent learners

Reviewed January 2024