

Early Years Pupil Premium funding impact 2017-18

Name of provider	Adventure Pre-School	District	Test Valley
No. of EYPP funded children in 2017-18 academic year	25	Amount of funding used	£5,223.96

Background of provision	<p>Adventure Pre-School, Andover re-registered in 2015 (EY490176) having operated from premises close by since 2012. The pre-school is situated on a growing, mixed housing development on the outskirts of Andover in the local Community Centre. It has sole use of a section of the centre including a secure outdoor area. The preschool opens from 8:45am to 3:30pm each weekday during school term time. The preschool receives funding for free early education for children aged two, three and four years. There are currently 97 children on roll. Up to 50 children can attend in one session. The pre-school supports a large number of children with special educational needs and/or disabilities (25%) and 51% of our children fall within one of the deprivation descriptors (e.g. IDACI, 2YO Funded, EYPP). Around 23% of our children have current or recent historical involvement with Children's Services and 19% have English as an Additional Language. There are 17 members of staff who work directly with the children, including the manager. Of these 16 are qualified at level 3 or above, with 6 at Level 5 or above and 2 qualified teachers.</p>
Main use of EYPP funding	<p>During 2017-18 the EYPP funding was mainly used to support our whole setting focus on Attachment and 'Five to Thrive'. This included:</p> <ul style="list-style-type: none"> • Buying in the services of a qualified Play Therapist for 2 days a week (Apr 17 onwards) so that she could work with children we had identified would benefit from her input. She also provides training and support for our other staff. (£6,000) • A full day whole staff training (Sept 17) based around Attachment Theory; The Neuroscience of Stress; An Introduction to Play Therapy and a 'Five to Thrive' refresh. (£900) • Release time (Sept 2017 onwards) for an experienced staff member to run small 'nurture groups' focusing on building attachments and relationships to provide security for learning. This staff member also implements targeted work required for these particular children as an extra to the support already being given. (£450) • Purchase of specific resources, including books to support children's particular needs (all year). E.g. books about having a parent in prison etc. (£120) <p>Total funding allocated for enhanced support (not SEN): £7,470 Funding received through EYPP 2017-18: £5,224</p>
How you decided what to do	<p>In order to make informed and appropriate judgements about how funding should be used, we have completed the following: attended training with the Local Authority; read several articles in leading Early Years publications, such as 'Teach Early Years', 'Nursery World' and 'Early Years Educator'; discussed ideas with other local settings; read several documents published by The Sutton Trust and used the Early Years Toolkit produced by the Education Endowment Foundation. We also studied the new inspection framework and the Ofsted document 'Unknown children – destined for disadvantage?' to ensure we are reflecting best practice as it is defined by Ofsted. Based on our research; our data; and the current needs of our eligible children - we felt that for 2017 and going forward into 2018 the funding would most effectively be spent on strategies and resources to help develop our focus on nurture; attachment; and the 'Five to Thrive' model that we were signposted to by the Local Authority. We also identified that we could use the funding to support home learning opportunities and on additional specialised training for our team. Where there was a specific need identified for an individual child that doesn't fall within these categories, we used the funding to go towards providing what is required.</p>

<p>What did we do?</p> <p>What difference did it make?</p>	<p>Case Study 1 This child had a very unstable home life with frequent changes to the adults caring for her and living in the home. She was also exposed to domestic violence. At pre-school, we witnessed significant attachment issues that were impacting on her behaviour and development.</p> <p>What did we do? How was her funding spent?</p> <ul style="list-style-type: none"> • The child benefitted from the whole staff training; targeted training and our setting focus on attachment. • We allocated the child a space in our 'Den' provision, which is our space for children that require additional nurturing and higher child:adult ratios. • We also allocated the child one session a week with our Play Therapist so that she could have some focused time to explore what she was witnessing at home. • We worked with mum to help her set aside time each day to play with her daughter. • We took on the role of Early Help Co-ordinator to support the family at Level 3. <p>What difference did it make?</p> <ul style="list-style-type: none"> • The child has started to make attachments at pre-school and the staff are better able to understand and deal with her sometimes difficult behaviours. • After spending a term in the 'Den' and then a half-term transitioning, the child is now able to access the provision in the main room, alongside her peers. • The play therapist has seen improved engagement and she feels that the therapeutic play is giving the child an outlet to explore her complex feelings. • The health visiting team reported improved interactions between mother and child at the last TAF meeting. We have also seen mum dropping off and picking up more consistently at pre-school with positive interactions witnessed.
<p>What did we do?</p> <p>What difference did it make?</p>	<p>Case Study 2 This child has difficulties in expressing his emotions and can have challenging behaviour. He is frequently sent to live with grandparents / other family members when mum is struggling to look after him and has been told that his mum's recent suicide attempt was because of him. Mum lacks capacity / willingness to interact with him in a positive way. The child has also been exposed to domestic abuse.</p> <p>What did we do? How was his funding spent?</p> <ul style="list-style-type: none"> • The child benefitted from the whole staff training; targeted training and our setting focus on attachment. • We allocated the child time within our 'nurture groups' where we worked with him on recognising and naming his emotions. • We also allocated the child one session a week with our Play Therapist so that he could have some focused time to explore his feelings and his relationships. • We worked with mum to help her set aside time each day to play with her son. • We supported a referral to the EHH for continued family support. <p>What difference did it make?</p> <ul style="list-style-type: none"> • The child knows that pre-school is a 'safe place' where he is loved regardless of his behaviour. He sometimes likes to test this! • The feedback from the 'nurture group' has been positive and it is noticeable that the child has been able to take these ideas into play and interact with his peers more successfully. • The play therapist has generally seen good engagement and the child really enjoys his time with her. There are still days where he is very 'shutdown' and unwilling to engage. • His behaviour continues to be in line within the context of the broad brush of 'age stage bands' but we have seen accelerated improvement within these wider parameters. • The Family Support Worker has reported that mum is now thinking about how her behaviour and responses to the child may be impacting on his behaviour. • We have noticed that mum has really tried to limit the time that the child is living away from her and that she has asked us to drop him off early less and we have seen some recent positive interactions between mum and child.

