

Greenfield's Nursery Forest Fields

Early Years Pupil Premium Case Study



Introduction

Greenfields Day Nursery has been registered since 1989 and operates from the Greenfields Training Centre in the Forest Fields area of Nottingham.

Children attend from the local and wider communities. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language. We try to offer flexible childcare to meet the diverse needs of individual families by providing wrap around care in partnership with local schools.

We have 1 Pre School room and have an average of 10 children that are entitled to Early Years Pupil Premium funding each term.

We look at all children's progress each term and then in particular at the children eligible for EYPP funding analysing the data to identify which areas of development the children were behind in.

Communication and Language, Personal, Social and Emotional Development, Literacy and Mathematics were identified as the key areas for development.

We also believe that parents are the most important people in a child's life so agreed we needed to find ways to strengthen our partnerships with parents and carers

This is what we did....

The interventions we have done have been different each term, depending on the cohort of the children,

Partnership with parents

- We wanted to communicate with parents about their children, more effectively. We decided to invest in an electronic assessment system and chose "Tapestry online Learning Journal" we explained to parents how it would work and that they would be able to see their own child's development records, observations and examples of their child's work. Parents were very keen on this as they would be able to access this either on their phones or other electronic devices at home. In the past parents had been reluctant to add comments and offer any information about what the children were doing at home.

Since introducing the system most parents have engaged with the setting a lot more frequently and are happy to add their comments to information that has been sent electronically to them. Staff have then been able to talk to parents when they drop or pick up their children about what has been sent and the parent's comments.

Staff feel that parents/ carers are interacting with the setting much more and that they have a much stronger partnership with parents now.

This has improved the partnership with all parents not just the children receiving Early Years Pupil Premium.

- We decided that we wanted to help parents support their children at home and decided to make some "Home Learning Bags" we made some bags with simple ideas to support Literacy and Maths. We put an activity card in each bag and added the equipment they would need to do the activity the children and parents love taking this home and talking about what they have done. They are far more involved in the child's learning now.



Communication and Language

- We have been looking at communication friendly spaces and ensuring there are spaces that are cosy and comfortable, with neutral colours, providing a quiet space to talk and develop good listening skills. We have invested in a new outdoor communication friendly space. that the children are using well and children's spoken language is improving.

Mad Science Workshop

- We paid for a science workshop for the children to take part in so that they would experience new activities and help to develop their spoken language. Although the children were able to watch the activities we felt that it was geared for older children and would not be doing this again



Training

- **Literacy:** We have paid for the Local Authority to deliver in house training on Literacy for all pre school staff working in our 3 settings. This ensured there was consistency across all settings with their Literacy teaching
- **Effective Planning:** We have delivered in house training on effective planning and how this can link effectively to children's next steps and link to their interests.
- **Extension and Challenge in the Pre School Room:** We have paid for the room leader to attend Local Authority training looking at how to extend children in all 7 areas of learning , ensuring the environment reflects good continuous provision and supports children's interests. We have made changes to support this.
- **Mathematics:** We paid for the room leader to attend Local Authority training " Active Maths" which gave us lots of ideas to teach maths in fun and interesting ways.

Impact of the EYPP funding

We analyse the individual progress of all children each term, we have been identifying the EYPP funded children as a separate group each term and these show that children are making good progress.

4 out of the 10 funded children are being supported by a Speech and Language Therapist this term and even these children are making small steps improvement,

6 children currently speak dual languages , English not being their first language and 3 of these children are making good progress .

By making changes in the way we communicate with parents we feel we have much better partnership working with them. We have informed parents about the changes we have made, and the equipment and resources we have bought. They have completed parental questionnaires and the feedback has been very positive.

Next Steps

We will continue to develop our partnership with parents and involve them in any changes we make. We will also continue to assess all the children each term, analysing EYPP funded children as a separate group, we will use this to focus our priority for that term.

The management team will share this data with the room leaders and they will know the children's interests and learning styles and adapt the support to support these.