

Early Years Pupil Premium Report - 2018-2019

Children for whom we receive Early Years Pupil Premium, are referred to as ‘disadvantaged’ by the government and this additional funding is provided to close the achievement gap between this group and other children.

At Chelwood Nursery School, we have embraced the challenge of closing this achievement gap and we are committed to ensuring that the funding is spent on teaching and learning experiences that ensure these children benefit fully from the learning opportunities available in our school.

‘The early years pupil premium (EYPP) gives providers of Early Years Education, extra funding to support disadvantaged 3 and 4 year olds. Early Years providers will have to use this extra funding to improve the quality of education for disadvantaged children.’ DFE 2015

It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. The premium is to be spent in making sure that vulnerable children make good progress and are able to have the same chances as other children.

Pupil Premium allocation:

For the academic year ending July 2019, the school received the following Early Years Pupil Premium Funding:

Pupil Premium allocation for Chelwood Nursery School for the academic year 2018- 2019		
Overall Allocation	Annual Individual Allocation Per Eligible child	Percentage of Children Eligible
£4960.80	52p per hour, £95.40 per child per term.	20%

Term	EYPP funding	Eligible pupils
Autumn Term 2018 (start of academic year 2018-19)	£1240.20	13 9%
Spring Term 2019	£1812.60	20 15%
Summer Term 2019 (end of academic year 2018-19)	£1908.00	20 15%

What are the main barriers faced by eligible pupils?

Currently **15%** of our EYPP children are also have an identified Special Educational Need, one has an EHCP and the other two are in in the EHCNA process and **15%** on monitored for issues of Safeguarding. 15% of EYPP children are Looked After. Through monitoring and evaluating families that receive EYPP we have identified concerns in one or more of the following areas:

- social & emotional skills
- mental health & well being
- language and communication, including attention and listening skills, EAL
- parental availability and engagement e.g. modelling play skills, communication, social skills,
- attendance

Chelwood's EYPP strategy.

At Chelwood we have identified that Forest School sessions provide all children with a wide range of benefits, and we are committed to providing Forest School for all children and additional session for our EYPP eligible children.

What is Forest School?

Forest school, which originated in Scandinavia, is where children learn in an outdoor, woodland environment. The forest school area is left as natural as possible. Children are supported by adults to follow their own interests and ideas, within a regular routine. There is a high adult: child ratio to support children's learning. Children learn to understand and manage risk through being given opportunity to explore, investigate and play in the natural environment. We have a small, enclosed wild area next to Chelwood House. Groups of 12 children along with 3 adults have blocks of 5 weekly sessions. Sessions are planned based on children's interests, enthusiasms and learning styles. Opportunities for mud play, tree climbing, bird watching and bug hunts are available every session. All children have the opportunity to experience a real campfire where weather allows. Feedback to class teams to share observations during and after forest school sessions, feed into planning motivating and meaningful activities or resources. Photographs are taken and these are shared back in the classroom to encourage children to talk about their experiences and also share with class teams what they did. Specific interests are shared with the class teams to develop learning.

Why have Forest School as a targeted support for EYPP children?

Research has shown children develop emotionally, socially, cognitively and physically through play and following their interests in a stimulating, outdoor setting. In the four years since we began running Forest School at Chelwood, staff were aware of how Forest School supported the children to grow in confidence, independence, language skills and social skills. Children often display high levels of motivation and enthusiasm during and after the sessions. Many children often approach the Forest School leader and ask when is Forest school? Several parents have shared that after attending forest school sessions they have come home full of enthusiasm to talk about what they did and what they want to do the following week!

Having observed this positive impact, we felt as a school that giving EYPP children more than one block of Forest School sessions over the year would be extremely beneficial. The key reasons for this were;

- Forest school has a high adult child ratio (1:4 or less) enabling adults to spend more targeted time with specific children
- Forest school provides a language rich environment, which works towards closing the 'vocabulary gap' in this group
- The natural woodland setting provides a 'low arousal' environment which means children are less likely to become over-stimulated and distracted, therefore more focused and engaged in their learning
- Research has shown the impact Forest School can have on children's self-esteem and confidence, a foundation in becoming a motivated learner and a successful adult later in life
- Forest school provides extensive opportunities for creativity- curiosity, imagination, open mindedness and problem solving. Creativity is a fundamental skill that impacts on all areas

of learning but also impacts on young children's long term outcomes to become resourceful, resilient adults

**The impact of additional Forest School opportunities for EYPP children 2017/18
EYPP leavers July 18 and write a short report for governors on this group's progress and attainment and their access to / impact of forest school as an intervention for EYPP.**

Eleven children in this academic year were EYPP. Of these children seven were given the opportunity to attend 2 or more blocks of sessions. Of those 4 children who only attended one block or none it was due to them still settling into class routines when additional sessions were available (i.e. at the start of the year) or class teams not feeling Forest school was an appropriate intervention for them.

The majority if this group left Chelwood at a typical age level of development.

How has the Forest School intervention impacted on the identified areas of need?

Hard data on the impact of additional Forest school sessions has been difficult to assess as there are so many variables to consider:

- Other interventions in the school also having an impact
- Attendance variables. Irregular attendance also impacting on development
- Special Educational Needs to consider when assessing impact
- Some children having English as an Additional Language
- All children having had a different number of terms in school ranging from two to six terms, which has an impact
- Some children having some full-time terms and others only attending part time which has an impact on progress. In previous years, with different admissions criteria, ALL these children would have been offered a full time place.

Soft Data however shows some clear indications of the positive impact of Forest School. Here are a few examples

Child A missed most sessions in her first block, but attended most session in her second block. She showed big leaps in her listening and attention skills following Forest School sessions. Turn-taking group discussions at base camp and small group/ paired activities (such as bug hunts and mud play) were significant in supporting her develop these skills. The high adult ratio enabled adults to really support her solve problems, negotiate and consider the impact of her words on others. Her attendance really improved following the second block of Forest School and she displayed wonderful motivation and involvement in her play both at Forest school and in class, Her mother was keen to share how much she talked about Forest School at home and was excited to go on bug hunts in the park!.

Child B attended two blocks of sessions. She loved being able to dress herself independently in her waterproofs, often going on to help others. She was so proud of herself each week! This had a big impact on her self-esteem and confidence with new experiences or challenges. She loved climbing the tree and showed great pride in developing her skills each session. Opportunities to revisit and talk about her achievements at Forest school with photos in her 'Look What I Can Do!' Book proved highly motivating in encouraging her to find her voice. "I can climb really high!" The small group discussions and opportunities for one to one talk with adults at Forest school were significant in supporting her to become more confident as a speaker and build on her expressive

language skills. Following her second block of sessions she became much more verbal and confident to join in or initiate conversations in the class.

Child C attended 3 blocks of Forest School sessions. She benefitted from the higher adult ratio at Forest school to support her to manage her powerful emotions and navigate social interactions with her peers. In her final block she displayed wonderful confidence and enthusiasm, often keen to take on responsibilities and help others. She loved being the child who knew the routine and was confident in the environment.

Child D had erratic attendance at school. He could often be unsure of new experiences and changes to normal routines. He only attended a few sessions, either being absent on Forest School days or becoming anxious and refusing to join the session. He was a very physical outdoor learner in the school environment. In the sessions he did attend he displayed much improved focus on activities with adults, something he was really challenged with in class. He loved making a stickman and creating a story with it, revisiting the photo of this in his 'Look What I Can Do!' book regularly. This single experience clearly had a big impact!

Next Steps – Ways Forward to Support EYPP Children Through Forest School and Record Impact

- Work closely with Business Manager to ensure an up to date list of EYPP children
- Keeping a digital record of attendance to monitor access to Forest School over the year
- Liaise with class teachers and teams to ensure all EYPP children have more than one block of sessions, providing support and planning strategies to enable this to happen.
- Meet with parents before each block to help them better understand why we do forest school, how it supports learning and what they can do to help their child get the most out of the sessions- and beyond
- Text reminders to parents about Forest School each week to support regular attendance, punctuality and wearing appropriate clothing
- Questionnaire to parents after each block to get feedback and parental views on the impact of sessions
- Staff to use green post it to record observations from sessions to support monitoring impact on individual children over time

Caroline Mitchell
Forest School Leader
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