



Early Years Pupil Premium Summary

Autumn 2017- Summer 2018

<u>Number of children and EYPP received</u>	
Total number of children on roll	Autumn 2017 census-49 Spring 2018 census-59 Summer 2018 census-68
Total number of children eligible for EYPP	Autumn 2017 - 15 Spring 2018 census - 18 Summer 2018 census - 17
Amount of EYPP received per child 53px no of hours x no of weeks	Autumn 2017 - £1669.50 Spring 2018 - £1717.20 Summer 2018 - £2098.80
Total amount received	£5485.50

Summary of EYPP Spending in the Academic Year 2017-2018

Objectives

Our knowledgeable staff offered a stimulating and challenging environment to support the children's learning. We have been inspired by the 'in the moment' approach where staff work sensitively and offer support one to one for the children as they play and explore through experiences which they choose.

We knew from our initial assessments that some of the children who are eligible for the Early Years Pupil Premium this year entered our Nursery were not yet secure in the Prime areas of learning (Communication and Language, Personal, Social and Emotional Development and Physical development). For a small number of the children who were secure in the Prime Areas we wanted to ensure they were supported to be at least where they were expected to be in Literacy so we focused our additional adult input to ensure they had rich one to one experiences.

Curriculum We had previously seen the impact of the small language group time activities which we planned to continue using an approach called WELLCOMM developed by Speech therapists.

We decided in addition to our extra adult time we had introduced the previous year for our children who are eligible for EYPP we would also develop our provision to support the children's physical development. We purchased resources to offer a physical challenge indoors (bats, balls, stilts, scoops and balls, parachutes). We also subscribed to 'Jump Start Jonny' which models dancing to favourite songs.

Areas of support identified after initial assessments	Measurement of impact (area of learning, characteristic of effective learning, well-being and involvement scale)
communication, speech and language development	Communication and language
challenge	Literacy, story telling
well-being and emotional resilience	Well-being and involvement scale, personal, social and emotional development Being willing to 'have a go'

How have we used this money ?	Cost
1 to 1 / small group additional language input	Weekly language groups NNEB 19 days Contribution to salary £1,482
Purchase of bags of indoor physical resources and subscription to 'Jump Start Jonny'	£500
Additional focus child time. Each key person spent more time with their children eligible for EYPP. This approach meant their key person can teach in the moment offering support and challenge on an individual basis	Key workers / Teacher spend additional time with children eligible 30 days Contribution to salary £3,340
Additional transition visits to feeder Primary Schools	Key people as appropriate 1 day equivalent £78

Impact and Outcomes

On entry the majority of the children (over 90%) were significantly below age related expectations in all prime Areas. By the time they left us nearly 70% were at age related expectations in Speaking, Over 80% were at age related expectations in moving and handling and 80% were at age related expectations in making relationships.

For some children we wanted to ensure the language skills they had developed would be built upon to ensure their reading and writing skills continued to be at least in line with age related expectations and they all achieved at term related expectations by the time they left us.

We can show that our work to support our children who are eligible to Early Years Pupil Premium has narrowed the gap with their peers.

Monitoring, Assessment and Evidence

- Termly progress and data analysis
- Termly well-being and involvement judgements
- Regular cohort monitoring
- Monitoring of assessments by the Headteacher and Deputy Headteacher.
- Case studies
- **What we needed to do to support this work**
- Provide additional 1 to 1 time for children eligible
- Organise small language groups
- Focus on supporting the children's physical development
- Arrange additional transition visits to feeder Primary Schools