



## **Early Years Pupil Premium Summary Strategy, Expenditure and Impact Report**

### **Autumn 2016- Summer 2017**

#### **Strategy for using the Early Years Pupil Premium 2016 /17**

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 at the early stages of language development and many needed support to understand how to handle and react to their emotions. A small number who were more able we identified would benefit from further challenge in areas such as literacy

We had previously seen the impact of the small language group time activities which we planned to continue. In addition to this we organised small group times using the 'Box of feelings' resources which help children to understand, feel and respond appropriately to the emotions they were feeling. Some of the children also found new experiences difficult so we offered extra support during times of transition especially to their new Primary Schools.

#### **Curriculum**

We decided this year to focus our support on aspects of Personal, Social and Emotional Development and Communication and Language along with the area of Literacy as we identified these as being barriers to the children's learning and development. We also focused on promoting children's well-being and involvement so they could fully access the curriculum.

#### **Impact and Outcomes**

The aim of this approach was to ensure that our children developed their speech, language and communication skills that enabled them to access

the curriculum and make progress in their learning and development. We also aimed for them learn how to understand and respond to their emotions. 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.

### **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
- Organise small emotional well-being groups
- Offer additional focus child time
- Arrange additional transition visits to feeder Primary Schools

### **Impact**

- Our data and case studies of the children demonstrate a narrowing of the gap in attainment between children who were eligible for Early Years Pupil Premium and those who were not.
- The approach of offering more 1 to 1 time meant that staff were monitoring the children's progress carefully and able to respond quickly.
- A focus on emotional resilience and well-being ensured this barrier to the children accessing the curriculum was addressed.

<b>Number of children on roll Summer 2017</b>		76
	<b>Money received</b>	<b>Number of children eligible to EYPP</b>
Autumn term 2015	£1001.70	9
Spring term 2016	£1526.40	
Summer Term 2016	£2098.00	16
	<b>TOTAL</b> <b>£4626.10</b>	<b>22</b>

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

<b>How have we used this money ?</b>	<b>Cost</b>
1 to 1 / small group additional language input	Weekly language groups NNEB 19 days Contribution to salary £1,482
Small group additional emotional well-being / resilience	Weekly groups NNEB 10 days Contribution to salary £780
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 £2,340
Additional transition visits to feeder Primary Schools	Key people as appropriate 1 day equivalent £78