

Early Years Pupil Premium (EYPP) Initiatives for allocation for 2018/2019 Report for Academic Year

WHAT IS IT?

The Pupil Premium is Government money designed to help disadvantaged children and young people do well at school. The funding is allocated to our school for children in their Nursery Year. (Foundation Stage 1) who have been registered for free schools (FSM), who are in care or who have parents in the Armed Forces. For the academic year 2017/2018 the funding allocated is £300 per child.

WHEN DO CHILDREN START BEING ELIGIBLE?

Three- and four-year olds will be eligible for the EYPP if they are accessing the early education entitlement and if they meet the eligibility criteria.

Children will become eligible at different points in the year depending on when they turn three/four. More information about the early education offer and the dates when children become eligible are available at: www.gov.uk/free-early-education

Schools are free to spend Pupil Premium Grant as they see fit, however, they are accountable for how they use it.

Number of Children Eligible for EYPP funding:

Autumn 2018: 16

Spring 2019: 24

Summer 2019: 31

Funding for 2018 to 2019 AcademicYear: £6,730

Pupil Premium Initiatives 2018-2019

Group	Intervention/Initiative	Expected Impact
Children with little or no English	Small group CLL/Wellcomm sessions to teach vocabulary and pre-tutor/reinforce work done across the curriculum Forest School provision in a 6-week block format.	Children able to understand and speak simple sentences in English before they transfer to primary school. Measured through Tapestry; Target Tracker and Wellcomm assessments
Children with poor Speech and language	Daily (according to pattern of attendance) adult led small group sessions (CLL based) to teach correct pronunciation of sounds, increase vocabulary and link words into sentences. Groups based on Wellcomm assessments Forest School provision in a 6-week block format.	Children able to be understood by unfamiliar people; to talk in sentences and have a wide vocabulary before they transfer to primary school. Measured through Tapestry; Target Tracker and Wellcomm assessments
Children with low well-being/vulnerable	At least weekly (according to pattern of attendance) adult led group sessions to improve their well-being and self-confidence so that they are able of access the whole curriculum. This academic year use of the Toolbox app-based assessment to assess self-regulation (Pilot project) Vulnerable children identified and more closely tracked.	Children confident to access all areas of EYFS and confident to talk in group times. Children progressing well towards self-regulation, comfortable at school and ready to learn. Measured through Tapestry; Target Tracker
Children at risk of lack of progress	Children with a range of barriers to learning identified and tracked more closely to reduce the barriers experienced and to close the gaps identified.	Children identified make at least expected progress and attainment in line with the rest of the cohort. Measured termly through Tapestry; Target Tracker
All children	Forest School sessions for at least a 6 week block as these have been shown over previous years to have a huge impact on children's social, independence and language skills and also on their self-confidence. This then enables them to transfer these skills back into all areas of the curriculum.	Children's confidence, self-esteem, language, social skills and knowledge of the natural world is increased. Measured via Target Tracker for attainment and progress in PSED

<p>All children</p>	<p>Language Alive Play House theatre productions</p> <p>All children have access to this in-house theatre productions. All children have access to this in-house theatre production which enables the children to develop their language skills and self-esteem and confidence.</p> <p>To provide a dramatic approach to communicating with someone new by breaking through language and cultural barriers using story and play. Children are actively involved in helping to build bridges between characters and problem solve</p> <p>Children are given an imaginative space to play that incorporates their responses and ideas</p> <p>Broaden the breath of the children's experience and cultural references.</p>	<p>Children identified make at least expected progress and attainment in line with the rest of the cohort. Measured termly through Tapestry; Target Tracker</p>
<p>All children</p>	<p>Trips and visits: Hands on real life experiences to support children's Communication and Language development</p>	<p>Children identified make at least expected progress and attainment in line with the rest of the cohort. Measured termly through Tapestry; Target Tracker</p>
<p>All children</p>	<p>Life Education Caravan "Taking care of myself" Children learn about healthy eating; washing themselves; brushing their teeth etc. in a fun session with Harold the Giraffe</p>	<p>Children identified make at least expected progress and attainment in line with the rest of the cohort. Measured termly through Tapestry; Target Tracker</p>
<p>All children</p>	<p>Easy Peasy App/curriculum based parent workshops The Easy Peasy App is a digital service that sends to parents game ideas, tips and information to the parent's mobile 'phone. Easy Peasy games are designed to help parents to support their child's learning in a fun and appropriate way. Throughout the year we deliver a range of parent workshops which support the parents with ideas to develop their child's learning.</p>	<p>Easy Peasy dashboard data. Records of parent workshop attendance and feedback</p>

Actual expenditure 2018-2019:

For EYPP children a proportional approach is taken in terms of funding for trips; theatre; parent workshops; Easy Peasy App and Life Education caravan experiences. Then the remainder of the EYPP funding is used to support additional staff to facilitate Forest School Sessions and all of the small group sessions outlined in the table above.

Pupil Premium Impact 2018-2019 Academic Year

NB: As we admit children throughout the year each assessment point will include different children to those present for the baseline assessment. So the numbers of EYPP children vary by term.

Group	Intervention	Impact Summer 2 2019
Children with little or no English	Small group CLL/Wellcomm sessions to teach vocabulary and pre-tutor/reinforce work done across the curriculum Forest School provision in a 6-week block format.	EYPP group at baseline for CLL were achieving at or above expectation (30-50 beg) for all 3 strands. Exit data shows that for CLL 83.3% of Pupil Premium group were achieving 30-50S and higher with 58.3% of these children achieving 40-60beginning and 75% of these children are significantly above ARE at 40-60w. This compares to 62.9% 30-50S (Sch level) and 46.8% at 40-60b for not EYPP group. This data shows that for CLL a higher percentage of EYPP children achieved ARE and above on exit. This is because some of the children in the EYPP group are our more able children.
Children with poor Speech and language	Daily (according to pattern of attendance) adult led small group sessions (CLL based) to teach correct pronunciation of sounds, increase vocabulary and link words into sentences. Groups based on Wellcomm assessments	EYPP group at baseline for CLL were achieving at or above expectation (30-50 beg) for all 3 strands. Exit data shows that for CLL 83.3% of Pupil Premium group were achieving 30-50S and higher; with 58.3% of these children achieving 40-60 beginning and 75% of these children are significantly above ARE at 40-60w.

	Forest School provision in a 6-week block format.	<p>This compares to 62.9% 30-50S (Sch level) and 46.8% at 40-60b for not EYPP group.</p> <p>This data shows that for CLL a higher percentage of EYPP children achieved ARE and above on exit. This is because some of the children in the EYPP group are our more able children.</p>
Children with low well-being/vulnerable	<p>At least weekly (according to pattern of attendance) adult led group sessions to improve their well-being and self-confidence so that they are able of access the whole curriculum.</p> <p>This academic year use of the Toolbox app-based assessment to assess self-regulation (Pilot project)</p> <p>Vulnerable children identified and more closely tracked.</p>	<p>For PSED the EYPP group at baseline were achieving at or above age-related expectation in all 3 strands. At Spring 2 data 66% are on track to achieve at least expected with 41% on line to be above age related expectation.</p> <p>For PSED 83.3% of EYPP group are achieving 30-50S with 75% of these children at 40-50b of which 33.3% are achieving 40-60w so significantly higher than ARE.</p> <p>This compares with the Not Pupil Premium group where data shows that 77.4% were achieving at 30-50s and higher with 64.5% of these children achieving 40-60b and above with 50% achieving at 40-60w therefore significantly above.</p>
Children at risk of lack of progress	Children with a range of barriers to learning identified and tracked more closely to reduce the barriers experienced and to close the gaps identified.	<p>The "vulnerable" group that has been established to be tracked more closely this year were below their peers in terms of age related expectation at baseline in all of the Prime Areas.</p> <p>Here the 12 children who are entitled to Pupil Premium and fall into our vulnerable category group achieved ARE at a slightly higher percentage than the Not Pupil Premium group across CLL; PSED; Moving and Handling; Reading and Numbers. There was a slightly lower percentage of Pupil Premium (compared to not Pupil Premium) achieving ARE in Writing 83.3% compared to 85.7% so the difference is small.</p>