



Early Years Pupil Premium Summary

Autumn 2018 - Summer 2019

<u>Number of children and EYPP received</u>	
Total number of children on roll	Autumn 2018 census- 64 Spring 2019 census- 80 Summer 2019 census- 88
Total number of children eligible for EYPP	Autumn 2018 - 16 Spring 2019 - 18 Summer 2019 - 22
Amount of EYPP received	Autumn 2017 - £1780.80 Spring 2018 - £1526 Summer 2018 - £2098
Total amount received	£5404.80

Summary of EYPP Spending in the Academic Year 2018-2019

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 believe that this approach gives a personalised approach to all of our children.

We knew from our initial assessments that again some of the children who were eligible for the Early Years Pupil Premium this year as they entered our Nursery were not yet secure in the Prime areas of learning and for this group of children particularly in Communication and Language and Personal, Social and Emotional 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 support them being secure in Reading.

Ten of the children eligible for the EYPP had benefitted from having a 2 year old place with us. Nine of these children were all working significantly below the age related expectation when they started with us as 2 year olds. They all made rapid progress so by the start of their pre school year 7 of them were at age related expectations in all areas.

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 local Speech therapists. We decided in addition to our extra adult time we had introduced the previous two years for our children who are eligible for EYPP we would also develop our provision for story-telling and early by purchasing Tales Toolkit and promoting our core books. We also identified a need to focus on the confidence and resilience of some of the children.

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	Wellcomm assessments
Literacy challenge	Communication and Language and Literacy assessments
well-being and emotional resilience	Well-being and involvement scale, personal, social and emotional development Observations of 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
Contribution to purchase of Tales Toolkit	£500
Contribution to purchase of core books	£100
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 £2,800

Impact and Outcomes

Our focus on managing emotions, confidence, resilience, communication and language and early literacy were identified as priorities.

To demonstrate the impact we have had the tables below show individual progress as it is a small group of children.

17 children had EYPP for the whole time Sept 2018 – July 2019 (10 of the children also benefitted from a 2 year old place and had made rapid progress from their baseline to support narrowing the gap with their peers and to be at age related expectations by Autumn 2018 when we started to receive EYPP for them.

Four children we focused on supporting their **communication**. They benefitted from language groups using the WELLCOMM resources.

Child	Understanding Autumn 2018	Understanding July 2019	Speaking Autumn 2018	Speaking July 2019
A	Significantly below age related expectation	Just below age related expectation	Significantly below age related expectation	Just below age related expectation
B	At age related expectation	Above age related expectation	At age related expectation	Above age related expectation
C	At age related expectation	At age related expectation	At age related expectation	At age related expectation
D				

One child who started with us at 2 benefitted from additional key worker time. We also accessed also additional funding from EYs panel for him to continue this work. We arranged an additional home visit when his key worker changed and used the mouse club resource to support him with change.

When he started with us at 2 need support **making relationships** 16-26 emerging which was significantly below age related expectations. By Sept 2018 he was at at age related and maintained to be in line with his peers when left us in July 2019.

Child	Making relationships Aut 2017	Making relationships Aut 2018	Making relationships July 2019
E	Significantly below age related expectation	At age related expectation	At age related expectation

One child with Social Communication Needs we gave her 1 to 1 support with a combination of the EYPP and funding from the SEN Early Years Panel to model interaction, language and to support her relationships with others. She made significant progress and we have .

Child	Speaking Aut 2017	Speaking Aut 2018	Making relationships Aut 2017	Making relationships Aut 2018	Speaking July 2019	Making relationships July 2019
F	Significantly below age related expectation (0-11 months emerging)	Significantly below age related expectation (8-20 months developing)	Significantly below age related expectation (8-20 months developing)	Significantly below age related expectation (22-36 months emerging)	Significantly below age related expectation 16-26 secure	Below age related expectation 22-36 developing

Four children we focused on supporting how they managed their emotions. Their key workers spent extra time with them focusing on this aspect through modelling strategies to calm themselves and resolve conflicts. They also benefitted from small group use of the box of feelings resource.

Child	Managing feelings and behaviour Autumn 2018	Managing feelings and behaviour July 2019
G	Just below age related expectation	Just below age related expectation
H	Just below age related expectation	Above age related expectation
I	At age related expectation	At age related expectation
J	At age related expectation	At age related expectation

For four children we focused on their resilience and self-confidence with new situations and experiences. Their key workers spent additional time with them encouraging them to try a new challenge and feeling comfortable with visitors to the Nursery.

Child	Managing feelings and behaviour Autumn 2018	Understanding July 2019
K	At age related expectation	At age related expectation
L	At age related expectation	Just below age related expectation (Low attendance due to family issues)
M	At age related expectation	At age related expectation
N	At age related expectation	At age related expectation

For three children we wanted to challenge them within literacy. We gave them additional support with story-telling using the Tales Toolkit resources and encouraging them to challenge themselves with their writing.

Child	Reading Autumn 2018	Reading July 2019	Writing Autumn 2018	Writing July 2019
A	At age related expectation	Above age related expectation	At age related expectation	Above age related expectation
B	At age related expectation	At age related expectation	At age related expectation	At age related expectation
C	At age related expectation	Above age related expectation	At age related expectation	At age related expectation

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 mainly with their key workers for children eligible to support development of language and confidence to try something new and cope with new situations
- Organise small language groups
- Introduction of the Tales Toolkit resources to promote confidence in storytelling and additional promotion of mark making with focus children

Learning for next year

The additional key worker time has again proved effective in ensuring the children keep at least in line with their peers.

Our use of the small language WellComm groups was very effective in narrowing the gap with their peers so we will continue to use this strategy.

The combination of the EYPP funding and additional support from the Early Years SEN Panel can mean we can give children additional 1 to 1 support, for example modelling how to develop relationships.

The children who we wanted to provide the additional challenge for all kept at least in line with their peers and one left us above age related expectations showing the Tales Toolkit stimulus was effective so we will continue to use this for the next year.

Unsurprisingly the children who spend the longest time with us and attend well make the most progress. We will monitor closely and support improved attendance to ensure children gain the maximum benefit of their Nursery time and the EYPP. This will feature in our School improvement Plan next year.