



Denbigh Community Primary School

Early Years Pupil Premium

2015-2016

What is Early Years Pupil Premium?

From April 2015 nurseries and schools were able to claim additional funding through the Early Years Pupil Premium to support children's development, learning and care. National data and research says that children eligible for free school meals (FSM) tend to do less well. The Early Years Pupil Premium provides extra funding in order to close this gap.

The Early Years Pupil Premium provides an extra 53p per hour for three and four year olds whose parents are in receipt of certain benefits or who have been in care or adopted from care. This means an extra £302 (just over £100 per child per term) per year for each child taking up the full 570 hours funded entitlement to early education.

How are EYPP eligible children identified?

Initially letters and forms are sent to all children. Returns are recorded in order to highlight and send further forms to those who do not return paperwork. Older siblings are checked for those qualifying for FSM. Those who are eligible are approached individually. All parents are given the opportunity to come into school for support when completing paperwork.

Who is eligible in Foundation Stage for 2015-2016?

Over the current academic year, we have the following eligibility for EYPP

Autumn Term - 10 children

Spring Term- 10 children

Summer Term - 9 children

Early Years Pupil Premium Funding 2015-2016

The Early Years Pupil Premium funding Denbigh Community Primary School have received for the academic year 2015-2016 is £3,021.

Across 2015-2016 academic year, we are using the Early Years Pupil Premium funding to

- Train a member of Staff on the BLAST programme and purchase resources needed to deliver the programme. BLAST is a 6 week intensive programme in order to boost listening auditory skills and talking which is delivered daily to small groups of 6-8 children per session.
- Buy a range of resources for Nursery Home Learning Bags. These were developed to support parental partnership and to boost scores as typically children enter nursery working significantly below age related expectations.
- Pay for an additional Teaching Assistant to deliver the SALT programmes for ½ day per week

2015-2016 Impact

BLAST

- End of Year assessments highlight that Communication and Language is now a high scoring area with 65% of children working at Age Related Expectations in Listening and Attention, 65% of children working at ARE in Understanding and 61% of children working at ARE in speaking. Daily BLAST sessions have supported children to achieve these results through focussed small group intervention

Home Learning Packs

- 22 out of 26 children in the morning cohort borrowed these packs on a weekly basis.
- 19 out of 23 children in the afternoon cohort borrowed these packs on a weekly basis.
- Parental feedback on how the children got on with their Home Learning Pack and their level of enjoyment was noted on a feedback sheet and used by both teachers and parents when deciding which pack their child would get next. This empowered parents to take more of a lead in their child's learning and gave them a greater understanding of their next steps in learning.
- End of Year assessments identified Maths as the highest scoring area with almost $\frac{3}{4}$ of children now working within age related expectations in both Number (76%) and Shape, Space and Measure (74%). This is a great improvement since Nursery Baseline where only 5% of children were working within ARE in Number and no children entering nursery working within ARE in Shape, Space and Measure. This narrowing of the gap is partly due to the popularity of the Home Learning Packs in which parents can borrow resources aimed to support their child's learning with numeracy as a popular area.

Additional Teaching Assistant

- The end of year assessments demonstrated that there is little difference between the scores of children with SALT involvement than those who do not receive SALT in most areas of learning with SALT children achieving higher scores in most areas except for Managing Feelings and Behaviour and Making relationships. The additional TA has enabled us to narrow the gap.