



Early Years Pupil Premium

Eligibility in Nursery 2019-2020

Autumn Term - 16 children = £1908.00

Spring Term – 18 children = £1574.10

Summer Term – TBC. Due to Corona virus the summer census was not completed until September.

EYPP Funding was used to:

- Fund 3 forest school sessions for each child in Nursery to support learning.
- Pay for an additional Teaching Assistant to deliver the SALT programmes for ½ day per week
- Addition Teaching Assistant to top up LEAPS Funding
- Weekly Yoga sessions (10 sessions – Spring term)

Impact

Forest schools / outdoor provision

- Having access to the forest school provision has impacted on children's overall development in all areas of learning. In particular Understanding of the World and Physical Development.
- The Nursery baseline data shows that no children were working at age related expectations on entry to Nursery in both Understand of the World and Physical development. In fact 83.4% of children were working significantly below ARE (secure 8-20months) in Understanding of the World and 81.7% of children working significantly below ARE (secure 8-20month) in Moving and Handling which is 1 aspect of Physical Development.
- Data in the spring term data demonstrates that 28.5% of children are now working within ARE in Understanding of the World. The data shows rapid progress in this area of learning.
- Furthermore 26.2% of children are working within ARE in Moving and handling in the spring term. Again children are making excellent progress in this area.
- With the continuation of the Forest school provision in Reception this will close the gap even further.

Additional Teaching Assistant (SALT)

- 3 children started Nursery with a speech programme with 10 further referrals in the Autumn Term. 1 child was eligible to attend the Dene's communication Centre to support language development in the spring term but the parents declined the space as they felt he was just beginning to make real progress in Nursery and worried a new setting may hinder this. It was considered he would attend in the summer term but due to Corona virus this was not possible.
- The additional Teaching assistant provided specialist support to these children to develop the language and communication skills. This has ensured 28.5% of children are now working at ARE in Speaking and 35.7% of children are now working within ARE in Understanding in Spring 2. This is compared to 12.2% of children working within ARE on entry.
- Reading was an area of focus stated on the Early Years action plan and by using targeted invention through BLAST and the Nursery Narrative,

enhancing the Nursery environment and providing more independent play opportunities in this area as well as planning a sequence of lessons it has ensured children make good progress in this area since starting Nursery in September.

Additional Teaching Assistant (LEAP)

- 8 children received Leaps support with a total of 15 hours support given to the morning children and 4.5 hours support for the afternoon. Additional support was topped up by the school so both morning and afternoon children received 15hours additional support.
- The additional support helped deliver targeted intervention and support those children with additional needs. This ensured the children made rapid progress in the autumn term and set the children up with the skills and attributes in order to ensure they were ready to learn.
- The baseline data highlights that the lowest area on entry was Managing feelings and behaviour were 53.1% are working in 8-20months but by end of spring 23.8% of children were working within ARE.

Yoga (10 sessions)

- This had a big impact on the spring data as all 3 aspects of Communication and Language has scored highly. The biggest difference is in the Listening scores where 36% were not secure in 16-26months in Autumn 2. Now everyone is secure 16-26months with 50% of children secure 22-36months and above. This is due to the Spring term actions – additional weekly phonics sessions, self-regulation/small group intervention, weekly yoga sessions, over and over project, BLAST and weekly music sessions
- Reading also scored high with 45.3% of children at ARE in spring. This is due to the high parental involvement in our reading for pleasure scheme, weekly yoga session which focus on a traditional tale and our weekly over and over reading books.