

Early Years Pupil Premium (EYPP) 2017 - 2018 Strategy Final Report

Income from EYPP for academic year 2017 2018: Actual: £8861.60				
Main barriers to educational achievement	How the allocation will be spent to address the barriers and why these approaches are being taken	Cost (£)	How will impact on children and families be measured (including non-EYPP children)	Effect of the expenditure on eligible and other children
Low entry levels for communication, language and literacy.	Talking Tables sessions - targeted provision, delivered by two EYEs. To ensure all children make expected or more progress with their communication and language and a greater percentage reach age related expectation. Cover for each EYE to deliver a weekly half day session	£2701.50	Talking Tables entry and exit assessment School baseline and progress data Comparative data for EYPP and non EYPP children.	This continues to be a highly effective use of EYPP funding. The positive impact on children is immediate. Children who were shy, reluctant or have other speech and language difficulties quickly develop the confidence to speak in a small group. More able children are challenge to extend their thinking and vocabulary. We are able to use this intervention to target support for all children in receipt of EYPP as well as other children with identified need.
Low parental awareness of the impact that early language and literacy skills have on future attainment.	REAL (Raising early achievement in literacy) is designed to raise parental awareness and understanding of how to support their children's language and literacy skills. This approach has been shown to improve children's outcomes. Training two staff in the Raising early achievement in literacy (REAL) programme. The programme will be delivered to children and their parent/s. Other members of staff will assist with the delivery so that they can use the strategies in the future.	£2070.00 (cover for teachers and Early years Educators to plan, deliver and evaluate programme)	Initial and follow up questionnaire and observation of children's skills and parental confidence. School baseline and progress data Comparative data for EYPP and non EYPP children.	Parent feedback 100% positive, most parents also felt more confident about how to support children to improve their oral language as well how language impacts on future reading and writing skills. Examples of Feedback from parents included: "I think it was very well planned and staffs were very helpful. Children enjoyed it. Was really informative and helpful" We found this workshop very educational, fun and involving for both adults and the children."
Low parental awareness of the impact positive parental involvement can have on a child's academic success. (Education Endowment Fund)	Creation of book packs for EYPP children based on core books. Approach known to assist in raising awareness of parents and improving outcomes for children. A make and take workshop to create props for use at home to support core books.	Books and resources £1300.00 Cover to deliver workshop £125.00	Collect verbal/written feedback after learning workshops and plan next steps. Monitoring use of library by EYPP families	Parent feedback about core book packs highly positive. "They have increased the amount of reading I do with my child because I have to read all of them at one time!" "My son gets really excited about the core books"

				<p>"x loves the core books and he says he has the same ones at school!"</p> <p>Parents reported positively on our reading workshop and how it has helped them to support their children with reading.</p>
Low parental awareness of the impact that early language and literacy skills have on future -*attainment.	Weekly Wriggle and Rhyme Session for vulnerable children and target familie. Purchase of resources, cover for teacher and TA to support parents and children during session	£1165.00	<p>Weekly evaluation of sessions.</p> <p>School baseline and progress data</p> <p>Comparative data for EYPP and non EYPP children</p>	On average 10 parents with children in receipt of EYPP attended each weekly session.
Children without experience of consistent routines and expectations. These children find it hard to regulate their behaviour and emotions creating a barrier to learning and development.	Staff training in the importance of self-regulation (eg self-control and positive relationships) in young children and how staff can support this through with emotionally positive, proactive behavioural strategies.	INSET training £1000.00	<p>Staff feedback questionnaire</p> <p>School baseline and progress data</p> <p>Comparative data for EYPP and non EYPP children.</p>	Staff have a greater understanding of emotional regulation and how to support its development in young children. They feel better equipped to assist parents who are having difficulty with regulating their children's behaviour and have ensure those parents with children in receipt of EYPP were adequately supported if needed. 100% of EYPP children had medium to high levels of wellbeing and involvement.
Limited prior experiences	Targeted trips and outings for EYPP children to enrich learning and experiences.	£500.00	<p>Parent feedback and discussion with children</p> <p>School baseline and progress data</p> <p>Comparative data for EYPP and non EYPP children.</p>	Responses from parents and children all positive. 85%(23/26) of EYPP children at or above typical attainment for understanding the world.
	Total expenditure	£8861.50		
Summary of impact	At baseline, 43% of EYPP children were at or above typical attainment compared to 42% of non-EYPP children. By the end of year this had risen to 85% (22/26) of EYPP children at or above typical attainment compared to 77% of non-EYPP children at or above typical attainment. 93% of EYPP children made typical and above typical progress compared to 88% of non-EYPP children.			