

Early Years' Pupil Premium (EYPP) strategy statement

1. Summary information					
School	Sandy Lane Nursery and Forest School				
Academic Year	2021/22	Total PP budget (approximate)	£2751.80 – Autumn £2385.00 – Spring £2916.00- Summer £8052.80- TOTAL	Date of most recent EYPP Review	SEPT 2021
Total number of pupils	Sept- 50 Dec -54 July- 67	Number of pupils eligible for EYPP (mainstream)	Sept -22 Dec-25 July - 27	Date for next internal review of this strategy	JULY 2022

CURRENT ATTAINMENT (MAINSTREAM)	Pupils eligible for EYPP (15 children)		Pupils not eligible for EYPP (35 children)	
	ENTRY	EXIT	ENTRY	EXIT
% 'on track' in PSE	36	77	13	83
% 'on track' in C&L	33	78	20	83
% 'on track' in PD	54	90	22	92
% 'on track' in LD	20	58	20	82
% 'on track' in MD	16	65	35	94

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Low on entry 'Communication and Language' levels which also impact on LD
B.	Poor extended learning experiences
C.	Limited play skills and self-regulation

D.	Low on entry Mathematical Development levels	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Attendance	
F.	Low parental engagement	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral all aspects of Communication and Language for children eligible for EYPP	Children eligible for EYPP in nursery will make rapid progress the end of the year and the majority to be 'on track'
B.	Improve all aspects of Literacy Development for children eligible for EYPP	The improvements of children's C&L will have a positive impact on the progress children make within LD
C.	Improve Mathematical Development for children eligible for EYPP	Children eligible for EYPP in nursery will make rapid progress by the end of the year. The majority will be 'on track'
D.	Children's play skills and self-regulation will be improved	Children eligible for EYPP in nursery will develop age appropriate play skills and incidents of unwanted behaviour will be reduced
E.	Increase attendance rates for children eligible for EYPP	Reduce the number of persistent absentees among children eligible for EYPP
F.	Improve parental engagement	Parents of children eligible for EYPP in nursery will improve their understanding of the importance of home learning and increase their engagement. Children will make rapid progress as a result

4. Planned expenditure	
Academic year	2021/22
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.	

4i. Quality of teaching for all					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve oral all aspects of Communication and Language for children eligible for EYPP	Staff training in various C&L strategies to develop oracy in young children	Staff already use ECAT strategies which have proven to improve oracy. We have chosen to invest in another oracy project – Early Talk Boost a nationally accredited and well researched approach as an effective	A highly qualified member of staff will deliver the ETB programme to small groups of children. Progress of these children will be monitored over the 8 week period.	MB – TA time Catherine	Oct 21 – identify children and intervention strategies in place

4i. Quality of teaching for all					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
	Children will be screened with in the area of communication and language and specific activities delivered as part of Early Years communication and Language intervention	way to improve attainment. Sutton Trust has demonstrated an average of 6 months progress in children's oracy over an 8 week programme. Communication and language screening enables staff to identify children with potential communication difficulties and provides customised intervention activities to support language development. We have a highly skilled practitioner who is familiar with the program and fully equipped to screen children and deliver appropriate interventions.	All staff will be monitored through observations to ensure they are using ECAT strategies and children will receive individual C&L support as required within child led learning time A highly qualified member of staff will complete screening and deliver appropriate elements of the programme to small groups of children. Progress of these children will be monitored half termly		Oct 21 and termly thereafter - progress data Beginning Oct 21 – Half termly HT formal learning walks and lesson observations demonstrate staff are consistently using ECAT strategies and that identified children are receiving C&L support in continuous provision. Ongoing ½ termly progress data reviewed to evaluate impact
Children's understanding and application of and relationships between numbers and spatial reasoning -shape space and measure (Mathematical Development) will be improved	Further development of all practitioners understanding of how children learn mathematics Small group and 1:1 interventions to provide support to improve understanding of shape, space and measure and number alongside application of new knowledge All staff will take every opportunity to introduce maths concepts and vocabulary through free play A program of specific maths activities will be delivered in family group	Using EEF materials (Improving Mathematics in the EY and KS1) to further develop practitioner understanding of how children learn maths and developmental progression. We have identified a highly qualified member of the team to deliver maths interventions in small groups or 1:1. Teachers identify targets and discuss possible activities to match the next steps in learning. It is anticipated that children will receive this intervention until data indicates that they are 'on track'. Parents will also be provided with guidance to support children's targets related to maths through feedback on children's VIP week and next steps for learning. A sequential series of adult led maths activities will be delivered, providing children with opportunities to practice and refine skills, knowledge and understanding as well as build on prior learning. Children will have opportunities to apply new mathematical	HT formal learning walks and lesson observations use EEF, SSTEW and ECERS guidance as a measure of the quality of maths provision and practice. These formal activities ensure 'teachable moments' are taken to develop mathematical understanding. A series of 'Maths none negotiables' are in place to ensure everyday opportunities to reinforce maths concepts are taken (including at Hello Time and snack) Ensure the member of staff has adequate time to deliver the programme and to collect evidence of progress made. Observe the delivery of this intervention	JLK £300 to purchase maths related books and resources	Oct 21- children identified and intervention strategies in place Dec 21 – Staff training delivered and 'none negotiables' in place Dec 21- Parent engagement begun Jan 22 – HT formal learning walks, observations and Tapestry scrutiny Ongoing progress data reviewed to evaluate impact

4i. Quality of teaching for all					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
	<p>time and children will have opportunities to practice and refine skills and apply knowledge in continuous provision</p> <p>Parents are provided with guidance and support to engage in maths activities at home – Targeted parent workshop, home learning</p>	<p>learning in free play where they will be supported by an adult</p>	<p>Evaluations of adult led maths activities will be reviewed as part of HT learning walks</p> <p>HT Tapestry scrutiny will monitor parent engagement in home learning activities</p>		
<p>Children's basic play skills will be developed and self-regulation improved</p>	<p>Staff training on self-regulation in line with revised EYFS</p> <p>Staff will model basic play skills in provision and family group. Specific children are targeted for dedicated support within the dedicated time allocated in the first 45 minutes of each session. Staff will have a consistent approach to managing unwanted behaviours using visual timetables and images which support children to 'wait' and 'Conflict Resolution Fobs'</p>	<p>Revised EYFS Sept 21 identified Self-Regulation and Executive Functioning as one of the 7 key features of effective practice</p> <p>Research demonstrates that modelling play skills and playing alongside them co-operatively supports children to develop play skills. Providing a 'stepped approach' to conflict resolution supports children to understand expectations and verbalise their thoughts. As understanding develops this leads to children being able to negotiate to solve problems that occur</p>	<p>All staff will use a consistent approach to support children's self-regulation</p> <p>Time has been allocated to work with individual children within the first 45 minutes of each session, in addition to staff supporting children within child led learning time. A member of staff has been identified to lead this area, ensuring all staff receive refresher training on how to use the conflict resolution fobs. The lead will ensure the 'conflict resolution sequence' is correctly used by all staff to ensure a consistent approach. SLT will observe, during regular drop-ins, staff implementing this approach. Progress in this area will be discussed during weekly planning meetings</p>	<p>JLK</p>	<p>Sept 21 – Staff training on self-regulation in place</p> <p>Each planning meeting this will be reviewed and discussed.</p> <p>Oct 21 and half termly there after - Formal observations and learning walks will monitor staff engagement in children's play and the use of visuals including Conflict Resolution Fobs and the work to support identified children</p> <p>Dec 21 and ongoing – data analysis to evaluate impact.</p> <p>July 22- Whole staff training on self-regulation gave staff chance develop deeper understanding and reflect on this area of learning.</p>
<p>Parents will take up opportunities to support children's home learning</p>	<p>In addition to our home learning activities, including the lending library,</p>	<p>Education Endowment Fund Early Years Toolkit suggests parental engagement</p>	<p>The LCC home learning activity will be a 'pre project task' for parents to share with their child and will be used</p>	<p>JLK</p>	<p>Oct 21 and half termly thereafter HT review parental engagement with</p>

4i. Quality of teaching for all					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
and understand the value of their contribution	<p>cookery/music/maths/C&L bags we will include a weekly home learning activity linked to our LCC program.</p> <p>For children needing additional support to develop their early language we will curate a series of reading based activities with parental guidance to support home learning. This intervention will be based on the PACT project. It is anticipated that this home learning intervention will last 5 weeks. This intervention will also have a positive impact on children's LD as it is delivered through sharing books, so developing their early reading skills. (In the event of COVID restrictions families will have access to staff sharing books via video links posted on Tapestry)</p>	<p>positively impacts on pupil progress by an addition 4 months over the year</p> <p>Research by HM Government and the National Literacy Trust, in 'Improving the Home Learning Environment' Nov 2018 conclude that home learning is a predictor of children's early language ability and that good quality home learning can mitigate some of the effects of disadvantage.</p> <p>Initial findings from the first phase of Parents and Children Together (PACT) demonstrated the impact of the project was that children's early language skills were boosted and that parents were able to deliver effective language teaching at home</p>	<p>as part of the project. Children's key workers will work with parents to support its' completion and take feedback from parents. Key workers know their families well and will provide additional support as required. Home learning activities will form part of each end of project celebration which parents will be invited to attend</p> <p>Parents involved in these activities will be supported by an identified member of staff. If required school will set aside time to support parents to deliver this intervention within nursery. We will act on any parents comments during the intervention and will more formally review it on completion of the project with a parents evaluation</p>	JLK /MB £500 to purchase PACT style home learning resources	<p>LCC home learning activities and parent feedback. Lead to make any adjustments required.</p> <p>Feb 21 review the impact of this home learning intervention and parent feedback, making any adjustments required.</p> <p>Then ½ termly for each phase of children undertaking the intervention</p>
				budgeted cost	£800

4ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
------------------------	-------------------------------	--	--	-------------------	---

<p>Improve all aspects of Communication and Language for children eligible for EYPP</p>	<p>Small group and 1:1 interventions to provide support to improve Communication and Language skills</p>	<p>We have a highly qualified member of staff will deliver SALT interventions which have proved effective in improving outcomes in C&L. She has been trained to deliver Early TalkBoost and will deliver several 8 week programmes to children eligible for EYPP over the year. Research by Sutton Trust evidences the positive impacts of Early Talk Boost. She will also screen and deliver targeted interventions</p>	<p>Ensure the member of staff has adequate time to deliver the programmes and to collect evidence of progress made. Observe the delivery of Early Talk Boost</p>	<p>MB – TA time Catherine</p>	<p>Oct 21 – children identified and intervention strategies in place</p> <p>Termly review of impact of Early Talk Boost, and parental engagement</p> <p>Ongoing ½ termly progress data reviewed to evaluate impact</p>
---	--	--	--	-----------------------------------	--

Improve all aspects of Mathematical Development for children eligible for EYPP	Small group and 1:1 interventions to provide support to improve mathematical development skills	<p>We have a designated member of staff that will deliver Maths interventions which have proved effective in previous years in improving outcomes. Maths resources will be purchased to enhance provision and opportunities provided to the children with their learning environment. EEF guidance has been used as a reference when considering these maths interventions</p> <p>Maths Home Learning bags will be sent home weekly to support further development at home.</p>	Ensure the member of staff has adequate time to deliver the programmes and to collect evidence of progress made.	JLK £300 to purchase any additional maths resources needed	<p>Oct 21 – children identified and intervention groups in place</p> <p>Discussion and monitoring of intervention trackers ½ termly.</p> <p>Ongoing ½ termly progress data reviewed to evaluate impact</p> <p>HT – through PP meetings, learning walks and observations Term 2.</p>
budgeted cost					£13,800 (school to subsidise additional cost)

4 iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
The attendance of children eligible for EYPP improves	<p>New starters pack to include information non expected attendance – setting the expectation from the start.</p> <p>Systems in place to monitor attendance daily.</p> <p>SIMS attendance records adapted to enable identified groups to be monitored in more detail (EYPP, Vulnerable, SEND)</p> <p>‘Improving Attendance’ flowchart to be followed.</p> <p>Office staff to complete first day response. SLT to monitor attendance fortnightly to address any issues in addition to half termly attendance and to monitor persistent absentees weekly. Keyworkers</p>	<p>DFE guidance ‘Improving School Attendance: support for schools and local authorities’ Sept 21 identified a whole school approach for improvement – leadership and management alongside relationships and effective communication.</p> <p>The schools positive relationships with parents and working collaboratively with other agencies ensures pen and honest discussion around children’s attendance and the impact of low attendance on pupil progress</p>	The ‘Improving Attendance’ flowchart is followed by all staff. Key staff are able to confidently support their families to improve children’s attendance. The HT is able to offer further support. Staff, families and other agencies work together to tackle absences including any barriers to attendance.	HT	<p>Oct 21 – SIMS adapted to create groups, resulting in more detailed monitoring</p> <p>Daily attendance monitoring for low attenders, fortnightly for all in addition to ½ termly data</p>

	<p>to support improved attendance and explore any barriers to regular attendance; HT to send letters; invites to professional meetings to support improved attendance. Introduce 'Request for Planned Absence' forms. All forms and letters to highlight the link between attendance and attainment.</p> <p>Where there are concerns and/or parents have been unable to be contacted a member of SLT will conduct a home visit</p>				
<p>Improve parental engagement of children eligible for EYPP</p>	<p>Support parents to participate in the following:</p> <ul style="list-style-type: none"> Stay and Play sessions (including the REAL parents group – when the situation related to COVID-19 allows) focusing on key areas – maths, dialogic book talk, exploratory cookery (to develop key skills and vocabulary) Story sacks, maths sacks, music bags and chatterboxes (take home activities) Children's VIP weeks are posted on Tapestry and include LCC home learning activities. Parents are supported to post progress on these activities over the term as well as posting their own observations of children 's progress Early Talk Boost parent teacher meetings; taking home Early Talk Boost materials 	<p>Evidence shows that Parental engagement has a large and positive impact on children's learning. We will continue to offer a variety of home school activities including those linked to our LCC. The REAL project will enable a highly qualified practitioners to model to and provide activities for parents to use with their children. Stay and Play will have include workshops to improve parental engagement; parents will be invited to attend Forest School and supported to take continue similar experiences with their children using local parkland; parents will be invited to accompany their children on minibus visits. Parents involved in the PACT style intervention will be supported to engage in a series of home learning activities through guidance materials and engagement with staff</p>	<p>There will be a good uptake of and response to LCC home school learning activities; parents will attend stay and play, workshops, forest school etc. home learning activities will be posted on Tapestry and questionnaires will demonstrate improved parental engagement. Parents involved in the PACT style intervention will be supported by an identified member of staff to deliver the program and school will set aside dedicated time to support parents to remain engaged for the period of this intervention</p>	<p>DHT JLK</p>	<p>Oct 21 and half termly thereafter HT review parental engagement with LCC home learning activities and parent feedback. Lead to make any adjustments required</p> <p>Feb 21 for PACT style home learning - Then ½ termly for each phase of children undertaking the intervention</p>

	<ul style="list-style-type: none"> Parents of children needing early language support will be involved in the PACT style intervention MD, LD and C&L workshops to be provided. Free school jumper incentive for first gathering with parents. 				
Total Budgeted cost					£14,600

5. Review of expenditure

5i Review of expenditure				
Desired outcome	Intervention	Monitoring Activity	Evaluation/Impact on Learning and Development	Total cost
Improve oral all aspects of Communication and Language for children eligible for EYPP	<p>Staff training in various C&L strategies to develop oracy in young children</p> <p>Children will be screened with in the area of communication and language and specific activities delivered as part of Early Years communication and Language intervention</p>	<ul style="list-style-type: none"> Observations Data Analysis Tracking and attainment Intervention tracking Tapestry 	<p>Children eligible for EYPP in nursery have made good progress within the area of Communication and language.</p> <p>Children have had access to a specialist TA to support Communication and Language development. Children have took part in 1:1 activities as well as small group activities.</p> <p>C&L screening has taken place on a termly basis with assessment reviews to ensure correct support is provided.</p>	£13,800 (school to subsidise additional cost) – Specialist TA
Improve all aspects of Communication and Language for children eligible for EYPP	Small group and 1:1 interventions to provide support to improve Communication and Language skills	<ul style="list-style-type: none"> Observations Data Analysis Tracking and attainment Intervention tracking Tapestry 	<p>Children have had access to a specialist TA to support Communication and Language development. Children have took part in 1:1 activities as well as small group activities.</p> <p>C&L screening has taken place on a termly basis with assessment reviews to ensure correct support is provided.</p> <p>All tune in to children and support children during session to develop and extend vocabulary.</p>	See cost of specialist TA as above.
Children's understanding and application of and relationships between numbers and spatial reasoning -shape space and measure (Mathematical	<p>Further development of all practitioners understanding of how children learn mathematics</p> <p>Small group and 1:1 interventions to provide support to improve understanding of shape, space and measure and number alongside application of new knowledge</p>	<ul style="list-style-type: none"> Observations Data Analysis Tracking and attainment Intervention tracking 	<p>Children eligible for EYPP in nursery have made good progress within MD.</p> <p>Mathematical resources have been purchased to support Maths intervention groups and to create home learning maths packs to support Learning at home.</p>	Resources - £150 Books-£150

5i Review of expenditure				
Desired outcome	Intervention	Monitoring Activity	Evaluation/Impact on Learning and Development	Total cost
Development) will be improved	<p>All staff will take every opportunity to introduce maths concepts and vocabulary through free play</p> <p>A program of specific maths activities will be delivered in family group time and children will have opportunities to practice and refine skills and apply knowledge in continuous provision</p> <p>Parents are provided with guidance and support to engage in maths activities at home – Targeted parent workshop, home learning</p>	<ul style="list-style-type: none"> • Tapestry 	<p>Maths books have been purchased for children to have access to and to replace books that have been well used.</p>	
Children's basic play skills will be developed and self-regulation improved	<p>Staff training on self- regulation in line with revised EYFS</p> <p>Staff will model basic play skills in provision and family group. Specific children are targeted for dedicated support within the dedicated time allocated in the first 45 minutes of each session. Staff will have a consistent approach to managing unwanted behaviours using visual timetables and images which support children to 'wait' and 'Conflict Resolution Fobs'</p>	<ul style="list-style-type: none"> • Observations • Data Analysis • Tracking and attainment • Intervention tracking • Tapestry 	<p>Children eligible for EYPP in nursery have been able to develop play skills and incidents of unwanted behaviour has been reduced.</p> <p>Staff took part in self-regulation training to support this.</p> <p>Staff use targeted support to develop play skills with use of conflict resolution with the children to help develop self- regulation skills.</p>	£0
Parents will take up opportunities to support children's home learning and understand the value of their contribution	<p>In addition to our home learning activities, including the lending library, cookery/music/maths/C&L bags we will include a weekly home learning activity linked to our LCC program.</p> <p>For children needing additional support to develop their early language we will curate a series of reading based activities with parental guidance to support home learning. This intervention will be based on the PACT project. It is anticipated that this home learning intervention will last 5 weeks. This intervention will also have a positive impact on children's LD as it is delivered through sharing books, so developing their early reading skills. (In the event of COVID restrictions families will have access to staff sharing books via video links posted on Tapestry)</p>	<ul style="list-style-type: none"> • Workshop attendance • Tapestry 	<p>Parents of children eligible for EYPP in nursery have improved their understanding of the importance of home learning.</p> <p>We have had good uptake at parent workshops this year. We have held a Communication and Language workshop, Literacy workshop and Mathematical development workshop.</p> <p>PACT bags have been created for children to access at home with parents with a focus on Literacy and Communication and Language.</p>	<p>PACT Bags - £99.50</p> <p>Books - £225.18</p> <p>Folders- £155.04</p>
Improve all aspects of Literacy Development for children eligible for EYPP	<p>Small group and 1:1 interventions to provide support to improve Literacy skills through dialogic book talk intervention.</p> <p>Literacy workshop to be made available for parents to attend.</p>	<ul style="list-style-type: none"> • Observations • Data Analysis • Tracking and attainment • Intervention tracking • Tapestry 	<p>A wider variety of books have been purchased to support literacy development thought out the year. These have been use in directed group time activities as focus books and books to support interests and seasonal developments.</p> <p>Children have made steady progress within LD throughout the year.</p>	See PACT project bags as above.

5i Review of expenditure				
Desired outcome	Intervention	Monitoring Activity	Evaluation/Impact on Learning and Development	Total cost
	For children needing additional support to develop their early literacy skills we will curate a series of reading based activities with parental guidance to support home learning. This intervention will be based on the PACT project. It is anticipated that this home learning intervention will last 5 weeks. This intervention will also have a positive impact on children's LD as it is delivered through sharing books, so developing their early reading skills. (In the event of COVID restrictions families will have access to staff sharing books via video links posted on Tapestry)			
Improve all aspects of Mathematical Development for children eligible for EYPP	Small group and 1:1 interventions to provide support to improve mathematical development skills	<ul style="list-style-type: none"> • Observations • Data Analysis • Tracking and attainment • Intervention tracking • Tapestry 	<p>Children eligible for EYPP in nursery have made good progress within MD.</p> <p>Mathematical resources have been purchased to support Maths intervention groups and to create home learning maths packs to support Learning at home.</p> <p>Maths books have been purchased for children to have access to and to replace books that have been well used.</p>	Maths resources as above
The attendance of children eligible for EYPP improves	<p>New starters pack to include information non expected attendance – setting the expectation from the start.</p> <p>Systems in place to monitor attendance daily.</p> <p>SIMS attendance records adapted to enable identified groups to be monitored in more detail (EYPP, Vulnerable, SEND)</p> <p>'Improving Attendance' flowchart to be followed. Office staff to complete first day response. SLT to monitor attendance fortnightly to address any issues in addition to half termly attendance and to monitor persistent absentees weekly. Keyworkers to support improved attendance and explore any barriers to regular attendance; HT to send letters; invites to professional meetings to support improved attendance.</p> <p>Introduce 'Request for Planned Absence' forms. All forms and letters to highlight the link between attendance and attainment.</p>	<ul style="list-style-type: none"> • Attendance 	We have reduced the number of persistent absentees among children eligible for EYPP and improved attendance percentages – slightly raised.	£0

5i Review of expenditure				
Desired outcome	Intervention	Monitoring Activity	Evaluation/Impact on Learning and Development	Total cost
	Where there are concerns and/or parents have been unable to be contacted a member of SLT will conduct a home visit.			
Improve parental engagement of children eligible for EYPP	<p>Support parents to participate in the following:</p> <ul style="list-style-type: none"> Stay and Play sessions (including the parents group – allows) focusing on key areas – maths, dialogic book talk, exploratory cookery (to develop key skills and vocabulary) Story sacks, maths sacks, music bags and chatterboxes (take home activities) Children’s next steps weeks are posted on Tapestry and include LCC home learning activities. Parents are supported to post progress on these activities over the term as well as posting their own observations of children’s progress Early Talk Boost parent teacher meetings; taking home Early Talk Boost materials Parents of children needing early language support will be involved in the PACT style intervention 	<ul style="list-style-type: none"> Observation Tapestry Workshop attendance Stay and play attendance 	<p>Parents of children eligible for EYPP in nursery have improved their understanding of the importance of home learning.</p> <p>We have run a number of workshops to support parents and ensured that parents know that we have an open door policy that mean that they can come to us as any time.</p> <p>All attendees of initial workshop received a free School jumper for their child.</p> <p>Children targets and next steps are shared termly with parents with ideas as to how to support these targets</p>	School Jumpers Incentive - £32.00
Total Budgeted Cost:				£14,611.72

6. Evaluation of progress		
A	Improve oral all aspects of Communication and Language for children eligible for EYPP	<p>Exit data shows the impact of daily staff interactions with children using a range of strategies to develop C&L in children; directed teaching and learning with family groups and targeted interventions:</p> <p>Data analysis shows EYPP children to have accelerated progress with a 45% increase within the area of C&L with the EYPP cohort demonstrating 33% on track within C&L on entry and 78% on track within C&L on exit.</p> <p>Children have been screened at the beginning of each term and will be screened for the final time at the end of the academic year to determine overall progress. There have been four ETB programmes delivered in total as well as bespoke programmes suited to children’s individual needs. All children have made good sustained progress.</p> <p>Exit data shows impact on pupil progress: 33% on track within C&L on entry 78% on track within C&L on exit</p>
B	Improve all aspects of Literacy Development for children eligible for EYPP	Early reading has been a focus across school this year. A wide variety of books have been purchased to support literacy development thought out the year. These have been use in directed group time activities as

		focus books and books to support interests and seasonal developments. As a result of adult/ child interactions, directed time, interventions and adult engagement children's literacy development has shown an increase of 38% from 20% to 58% of children now 'on track' with Literacy.
C	Improve Mathematical Development for children eligible for EYPP	<p>Fortnightly home learning includes maths activities and challenges. Maths sacks are home to targeted children on a biweekly basis. We have provided a parent workshop with a focus on mathematics for EYPP parent to attend. Each child got a pack of resources and activities ideas to take away for parents to support them further with at home. We have had some positive feedback from this workshop as stated below: 'very informative and a help with the children's learning' 'ideas on how to support C with Literacy and Maths' 'prepare her for school'</p> <p>Data analysis shows the massive impact that has been made on the outcomes for our children eligible for EYPP. Though targeted free play, directed learning time and activities and intervention the children have progressed greatly with 45% of EYPP children moving from 'not on track' to 'on track' with mathematical development. Percentages outlines below: 20% on track MD – entry 65% on track MD – exit</p>
D	Children's play skills and self-regulation will be improved	Whole staff training attended on self-regulation this gave staff chance develop deeper understanding and reflect on this area of learning and how we can further support our children. Children have been monitored within the aspect of PSE and the analysis of this shows EYPP children PSE percentage 'on track' has increased from 36% 'on track' to 77% 'on track'. This demonstrates accelerated progress within this area of 41%
E	Increase attendance rates for children eligible for EYPP	<p>Attendance of children eligible for EYPP is as follow for each term:</p> <p>Term 1: 82.99% Term 2: 85.29% Term 3: 87.91%</p> <p>As you can see improved attendance is evident each term as a result of SLT monitoring attendance and supporting families to overcome barriers to attendance.</p> <p>Improved attendance gives children the best opportunities to make increased progress and have improved outcomes across all areas of learning.</p>
F	Improve parental engagement	<p>EYPP eligible children have been issued with PACT bags three times over this academic year. At the initial 'Literacy' workshop the rationale and expected learning outcomes were explained to the parents and activities demonstrated. This has resulted in parents being able to deliver the activities that accompany the books. Feedback has been verbal and wholly positive. We have had further feedback from parents through feedback form sent, please see below:</p> <p>'it has improved her understanding and skills' 'L loves reading anyways but this engages her more'</p>

As a result of adult/ child interactions, directed time, interventions and adult engagement children's literacy development has shown an increase from 20% to 58% on track.

We have had good attendance of EYPP workshops this year. However, maths home learning in response to this seems to be limited- next year we plan to run a number of workshops that are run more like a stay and play. These workshops will be parent and child workshops with a more hands on approach allowing time for parent to engage in focussed activities with parents with support from the workshop lead.

The PACT bags have been issued regularly to all EYPP eligible children and the impact and feedback remains wholly positive. The directed nature of the activities has meant that parents have been able to deliver them to the children easily. Parents have commented on the content of the bags and how they have enjoyed working with their children. Most bags have been returned intact and in a timely manner. It is intended that this approach with the PACT bags will be repeated with the EYPP children for the next academic year.