

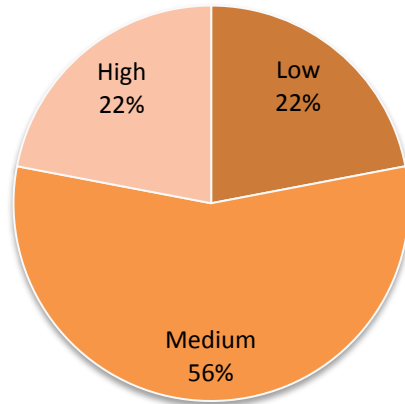


Autumn Term  
C.P.A.  
Committee  
E.Y.P.P. report  
and strategy  
2020-21



## PUPIL WELL-BEING

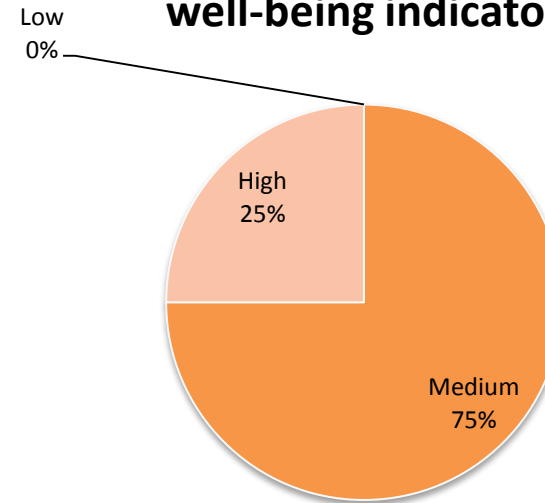
### All main nursery children's well-being indicator



#### Summary

Well-being positive for 78% of pupils  
Need to improve this for all pupils.

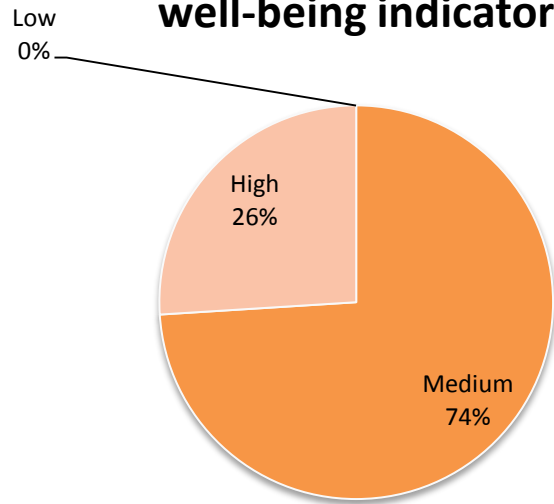
### EYPP 30 hours children's well-being indicator



#### Summary

Well-being generally positive for all  
30 hours pupils with eypp.

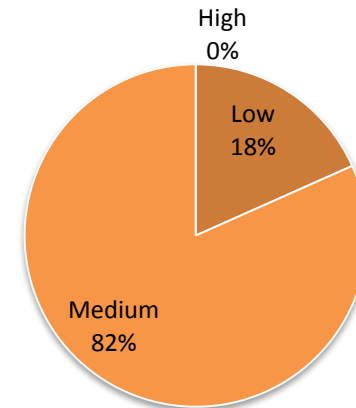
### EYPP 15 hours children's well-being indicator



#### Summary

Well being generally positive for majority Of 15 hours pupils with eypp.

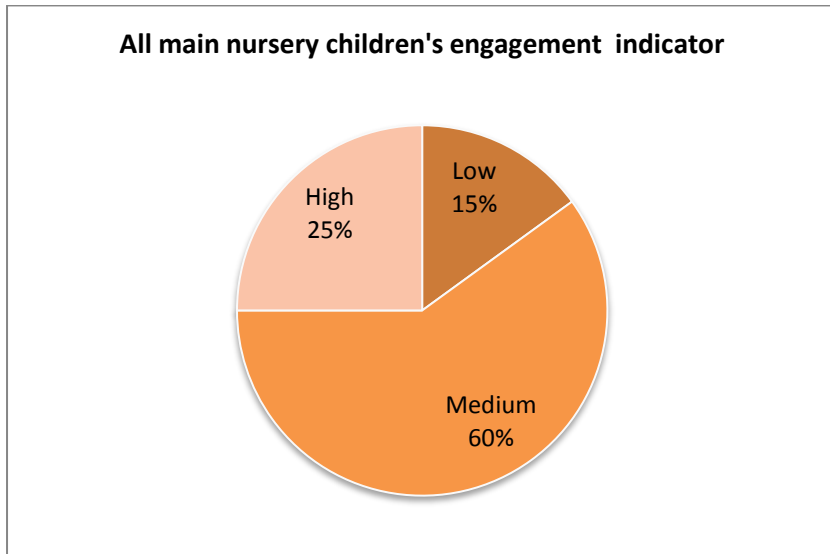
### EYPP / send children's well-being indicator



#### Summary

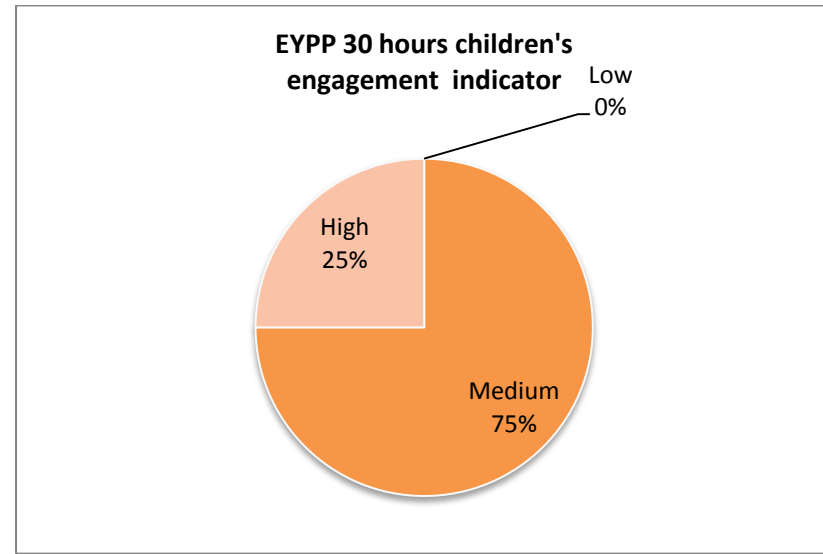
Well-being for send / eypp pupils is not significantly lower than for all pupils, but requires improvement.

## EYPP SPECIFIC GROUPS COMPARISON- PUPIL ENGAGEMENT



### Summary

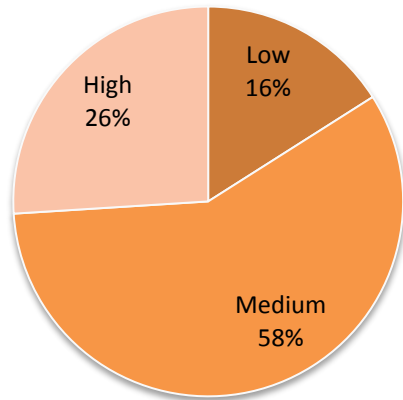
Engagement levels are good for 85% of Nursery pupils with 15% pupils requiring support.



### Summary

Engagement levels are good for 100% of 30 hours eypp pupils.

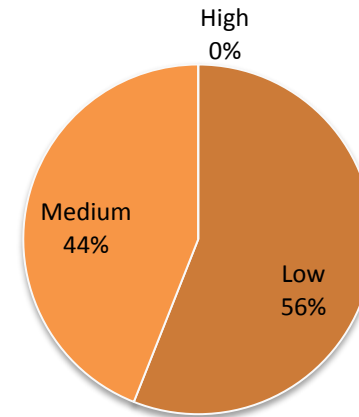
**EYPP 15 hours children's engagement indicator**



**Summary**

16% of 15hr eypp pupils require some additional support to engage and focus.

**EYPP / send children's engagement indicator**



**Summary**

56% of send eypp require additional support to engage and focus.

## EYPP SPECIFIC GROUPS COMPARISON - CHARACTERISTICS OF EFFECTIVE LEARNING

### CHARACTERISTICS OF EFFECTIVE LEARNING

#### 30 HOUR GROUP

NAME	CURIOSITY	REPRESENTING	TAKING RISK	CONCENTRATION	PERSISTENCE	ACHIEVEMENT	HAVING IDEAS	MAKING LINKS	REVIEWING	TOTAL
										6
										4
										6

#### Summary

There is a need to support 3 children to develop the characteristics further.

EYPP 30 hours Pupils show a wide range of characteristic, further development is needed to improve representing, concentration, having own ideas, making links to learning and reviewing their learning.

Children would benefit from problem solving activities and looking back on previous learning and their own experiences.

#### AM GROUPS

NAME	CURIOSITY	REPRESENTING	TAKING RISK	CONCENTRATION	PERSISTENCE	ACHIEVEMENT	HAVING IDEAS	MAKING LINKS	REVIEWING	TOTAL
										2
										5
										4
										5
										9
										7
										6
										5
										4
										3
										4
										2
										9

#### Summary

There is a need to support 11 am children to develop the characteristics further.

**PM GROUPS**

NAME	CURIOSITY	REPRESENTING	TAKING RISK	CONCENTRATION	PERSISTENCE	ACHIEVEMNT	HAVING IDEAS	MAKING LINKS	REVIEWING	TOTAL
										3
										5
										6
										2
										6
										4
										6
										9
										6

**Summary**

There is a need to support 8 pm children to develop the characteristics further.

EYPP 15 hours

All characteristics are represented with more development needed to improve opportunities to represent, concentrated, Be persistent in efforts, having own ideas, making links to learning and reviewing.  
Children would benefit from problem solving activities and looking back on previous learning and their own experiences.

**SEND**

NAME	CURIOSITY	REPRESENTING	TAKING RISK	CONCENTRATION	PERSISTENCE	ACHIEVEMNT	HAVING IDEAS	MAKING LINKS	REVIEWING	TOTAL
										5
										5
										3
										1
										1
										0

**Summary**

There is a need to support 6 children to develop the characteristics further.

EYPP SEND

Pupils show some developing characteristics at present those requiring children to discuss and review are not indicated Most likely due to low level language skills.  
Children will benefit mostly from practical, real life experiences and images / photos.

## ALL PUPILS / EYPP DATA COLLECTION GRID

A comparison of baseline outcomes has been completed for eypp / none eypp pupils.

The expected stage of children in their fourth year (4 or below) is 30-50 and for children in their fifth year (above 4)40-60m.

Area of learning of greatest concern / in need of additional focussed planning and teaching

area of learning	all pupils entitled to eypp			non- eypp		
	below	expected	above expected	below	expected	above expected
<b>Personal Social and emotional development</b>	12%	88%		16%	84%	
<b>Listening and attention</b>	29%	71%		24%	76%	
<b>Understanding</b>	22%	78%		23%	77%	
<b>Speaking</b>	32%	68%		31%	69%	
<b>Physical development</b>	15%	85%		13%	87%	
<b>Reading</b>	22%	78%		36%	64%	
<b>Writing</b>	25%	75%		29%	71%	
<b>Numbers</b>	30%	70%		25%	75%	
<b>Shapes spaces and measures</b>	15%	85%		31%	69%	

### Summary

There are key areas which need additional focus for pupils in general and those with eypp.

- Speech Language and Communication
- Literacy
- Mathematics, in particular Number.



## EYPP SPECIFIC GROUPS COMPARISON

area of learning	non – eypp			eypp-30 hours			eypp-15 hours			eypp-send		
	below	expected	above expected	below	expected	above expected	below	expected	above expected	below	expected	above expected
<b>Personal Social and emotional development</b>	16%	84%			100%		6%	94%		30%	70%	
<b>Listening and attention</b>	24%	76%			100%		17%	83%		70%	30%	
<b>Understanding</b>	23%	77%			100%		5%	95%		60%	40%	
<b>Speaking</b>	31%	69%			100%		26%	74%		70%	30%	
<b>Physical development</b>	13%	87%			100%		6%	94%		40%	60%	
<b>Reading</b>	36%	64%			100%		5%	95%		60%	40%	
<b>Writing</b>	29%	71%			100%		15%	85%		60%	40%	
<b>Numbers</b>	25%	75%			100%		10%	90%		80%	20%	
<b>Shapes spaces and measures</b>	31%	69%			100%		6%	94%		40%	60%	
<b>Summary</b>	<b>non – eypp</b>			<b>eypp-30 hours</b>			<b>eypp-15 hours</b>			<b>eypp-send</b>		
<b>Actions</b>	Additional / specific focus during the spring term in:- <ul style="list-style-type: none"> <li>• Speech Language and communication</li> <li>• Literacy</li> <li>• Mathematics, in particular number.</li> </ul>			No specific areas of focus. Monitor progress, well being and engagement.			Additional / specific focus during the spring term in:- <ul style="list-style-type: none"> <li>• Speech Language and communication</li> <li>• Listening and attention.</li> <li>• Literacy, in particular reading, writing.</li> <li>• Mathematics, in particular number.</li> </ul>			Children in this cohort have delay in the majority of areas of learning. <ul style="list-style-type: none"> <li>• Additional specific focus on well being and engagement in activities.</li> <li>• Access to smaller working groups which more individualised activities, appropriate to children's developmental stages.</li> </ul>		

**EYPP ACTION PLAN 2020-21**  
**ENGAGEMENT AND INVOLVEMENT**

KEY GROUPS	INTENTION	TARGET	IMPLEMENTATION/ ACTIONS INCLUDING COSTING	IMPACT EVIDENCE
<p>All EYPP pupils with low levels of engagement.</p> <p><b>5</b></p>	<p>Through quality teaching, planning and provision, enable children to increase their involvement and engagement to high levels, through their ability to access motivating group activities and child led play and exploration experiences, following their interests and building on their skills.</p>	<p>Children in this cohort will medium to high levels of engagement on at least three occasions by the end of the year.            End of year assessments to evidence this rise.</p>	<ul style="list-style-type: none"> <li>• Key workers to consider baseline data for pupil and focussing on key group maintain a tacking record of their progress.</li> <li>• Whole team to develop a motivating and exciting, continuous provision indoors and outdoors and utilise enhancements, through team discussion and observations of the children at play.</li> <li>• Key workers will continually evaluate, improve and develop group activities to ensure children are motivated and engaged by the tasks and resources.</li> <li>• Increase and improve resources through purchasing equipment and materials to enhance learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline data for key group.</li> <li>• Mid year tracking</li> <li>• End of year tracking</li> <li>• Individual observations</li> <li>• Group floorbooks</li> </ul>
	<p>Through deliver of school based nurture programme children will gain confidence in participation and cooperation.</p>		<p>Allocated budget to purchase creative equipment and resources.</p> <p style="text-align: right;"><b>£1,000</b></p>	
	<ul style="list-style-type: none"> <li>• Chit Chat nurture group to run for 6 weeks during summer term for children, to develop turn taking, participation and co-operative play skills.</li> </ul> <p>Allocated budget group led by SEYE 6 weeks for ½ hour per week summer term.</p> <p style="text-align: right;"><b>£105.00</b></p>			

**EYPP ACTION PLAN 2020-21**

**CHARACTERISTICS OF EFFECTIVE LEARNING**

KEY GROUPS	INTENTION	TARGET	IMPLEMENTATION/ ACTIONS INCLUDING COSTING	IMPACT EVIDENCE
<p>All EYPP pupils with less than 6 COEL</p> <p><b>19</b></p>	<p>All children will increase the number of CEAL they display to at least 6 and if possible 9 by the end of the school year.</p>	<p>To enable pupils to extend their COEL by accessing a well resourced, challenging and engaging environment and activities.</p>	<ul style="list-style-type: none"> <li>• Team to develop opportunities indoors and outdoors for children to try new activities and challenges and to follow their own ideas and use their imagination.</li> <li>• Key workers to refine and continually evaluate the provision and group activities to maximise children's engagement in tasks.</li> <li>• Key workers ensure that children have the opportunity each session to share ideas, solve problems, and to plan and make their own decisions.</li> <li>• Key workers to enable children to talk about their work and what they are trying to do – what they have achieved and learned about by reviewing and discussing previous learning and activities emphasising key language.</li> <li>• When possible activities should link to seasonal real life experiences to enable children to link and build on their knowledge and understanding.</li> <li>• Purchase of additional and enhanced resources for sensory and exploratory play areas. Sand indoors / outdoors Water play Mud kitchen Mark making / creative Role play and small world Allotment area.</li> </ul> <p>Allocated additional budget to purchase creative equipment and resources.</p> <p style="text-align: right;"><b>£1,500</b></p>	<ul style="list-style-type: none"> <li>• Baseline data for key group.</li> <li>• Mid year tracking</li> <li>• End of year tracking</li> <li>• Individual observations</li> <li>• Group floorbooks</li> </ul>

**PRIME AREAS OF LEARNING**

**COMMUNICATION AND LANGUAGE**

KEY GROUPS	INTENTION	TARGET	IMPLEMENTATION/ ACTIONS INCLUDING COSTING	IMPACT EVIDENCE
10	To enable children to extend their communication skills through small group intervention following the ICAN Early Talk Boost programme in the spring term.	Children will reach their expected milestones for communication and language by the end of the school year.	<ul style="list-style-type: none"> <li>11 week programme commencing January 20212 – Easter.</li> <li>WEEK 1 ASSESSMENT 3 hrs.</li> <li>WEEKS 2 – 9 Following the programme, 2 groups 3 times per week 1 hr x 10</li> <li>WEEK 11 ASSESSMENT 3hrs.</li> </ul>	ECAT Tracker – start – end of project. End of year tracking.
			Teaching time / ratio reduction for project 15 hours <b>£525.00</b>	

**PRIME / SPECIFIC AREAS OF LEARNING – COMMUNICATION AND LANGUAGE / EARLY LITERACY**

KEY GROUPS	INTENTION	TARGET	IMPLEMENTATION/ ACTIONS INCLUDING COSTING	IMPACT EVIDENCE
9	To enable children to extend their communication skills through small group intervention following the Literacy Launchpad programme via daily Storytalk activities. This will include Early Reading including recall and sequencing. Listening and attention Understanding and semantics / answering questions. Fine motor skills and writing.	Children will reach their expected milestones for communication and language and Literacy / reading, writing by the end of the school year.	<ul style="list-style-type: none"> <li>38 week programme 2 group sessions per day 12-15 minutes per session lead by L.L. ,J.A.</li> <li>Planning and preparation time for each session 2 hours per week L.L.</li> <li>Resources and equipment including – topical storybooks, fine motor skills equipment, printing and laminating costs.</li> <li>Baseline assessments and frequent assessments following the Launchpad tracker for each cohort.</li> </ul>	ECAT Tracker – start – end of project. End of year tracking.
			Teaching time ratio reduction costs £2660 Preparation and assessment £1330 Materials and resources approx. £380  <b>Total £5370</b>	

**SPECIFIC AREAS OF LEARNING – MATHEMATICS**

KEY GROUPS	INTENTION	TARGET	IMPLEMENTATION/ ACTIONS INCLUDING COSTING	IMPACT EVIDENCE
9	To enable the children to extend and develop their number skills through a short programme of small group activities Numbertime group – counting rhymes and ten town.	Key children will reach their expected age band milestones by the end of the school year.	<p>During spring term 2021</p> <ul style="list-style-type: none"> <li>• 2 sessions per week focussing on maths in small group.</li> <li>• 10-15 mins for 11 weeks.</li> <li>• Ten town number per week and counting rhyme activity presented by JA.</li> </ul> <p>Teaching costs 11 x 1 hr Materials costs £5.00 per week</p> <p style="text-align: right;"><b>£440</b></p>	<ul style="list-style-type: none"> <li>• Baseline data for key group.</li> <li>• Mid year tracking</li> <li>• End of year tracking</li> </ul>

TOTAL EYPP FUNDING	<b>Based on 29 children in autumn term and possible 4 more pupils in spring term</b>	<b>AUT £2949.30</b>	<b>SPR £3356.10</b>	<b>SUM £3356.10</b>
				<b>£9661.50</b>
TOTAL PROJECT COST PROJECTION	<b>Engagement and involvement new resources</b>			<b>£1,000.00</b>
	<b>Nurture group / CHIT CHAT</b>			<b>£105.00</b>
	<b>Characteristics of effective learning</b>			<b>£1500.00</b>
	<b>ICAN Early Talkboost</b>			<b>£525.00</b>
	<b>Storytalk project</b>			<b>£5370.00</b>
	<b>Number time group</b>			<b>£440.00</b>
				<b>£8940.00</b>

EYPP / SEND

KEY GROUPS	INTENTION	TARGET	IMPLEMENTATION/ ACTIONS INCLUDING COSTING	IMPACT EVIDENCE
3	<p>To enable children to access a wide and varied curriculum which meets developmental needs and engages and motivate pupils.</p> <p>For pupils with send to make sound progress.</p> <p>School will utilise eypp funding to support this aim.</p>	<p>Children in this cohort have access to their own individualise curriculum and have the support of a leading practitioner each day to carry out all teaching activities and support play.</p>	<p>Cost of support 38 weeks x 15 hrs <b>£19950.00</b></p> <p>SEND inclusion Funding <b>£12180.00</b></p> <p>EYPP Funding <b>£1636.50</b></p> <p><b>Total funding</b> <b>£13816.50</b></p>	<ul style="list-style-type: none"> <li>• Baseline data for key group.</li> <li>• Mid year tracking</li> <li>• End of year tracking</li> </ul>