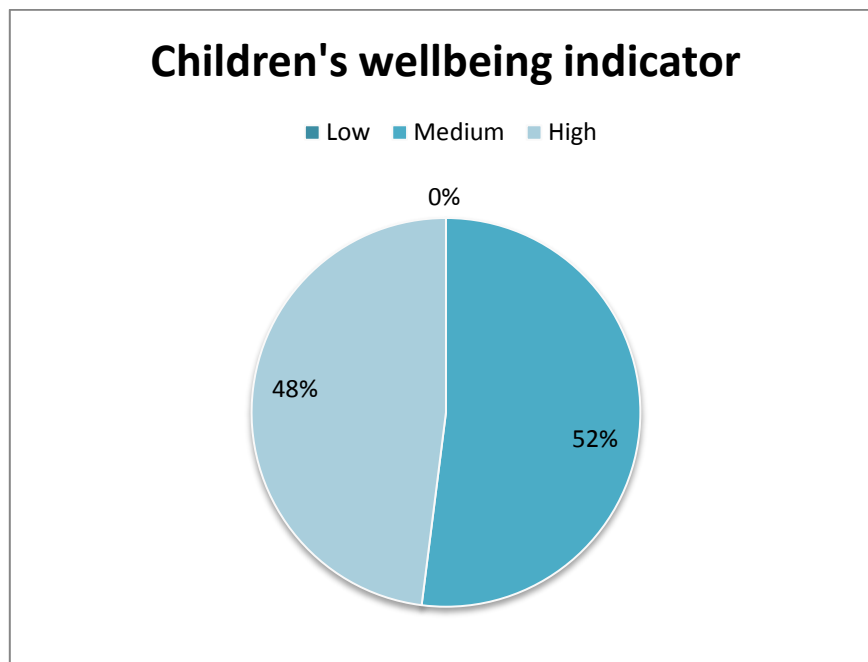




# EYPP REPORT

## SUMMER TERM 2021

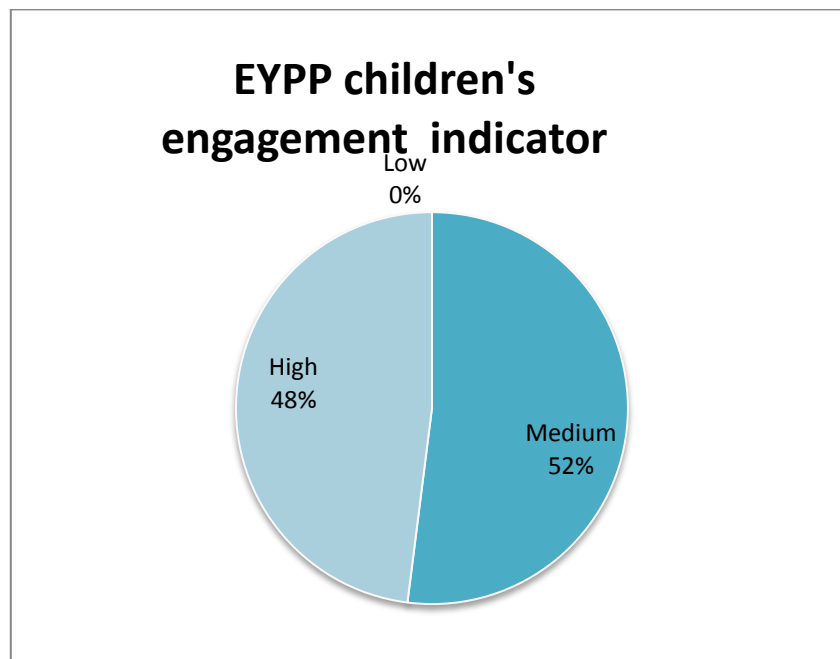
## PUPIL WELL-BEING



### Summary

Well being positive for 100% of pupils with eypp.

## LEVELS OF ENGAGEMENT



### Summary

There are good levels of engagement for 100% of pupils with EYPP

**EYPP SPECIFIC GROUPS COMPARISON - CHARACTERISTICS OF EFFECTIVE LEARNING**

<b>characteristics</b>	<b>spring '21 children</b>	<b>summer '21 children</b>
<b>Curiosity</b>	<b>86%</b>	<b>96%</b>
<b>Representing</b>	<b>54%</b>	<b>52%</b>
<b>Taking risks</b>	<b>78%</b>	<b>85%</b>
<b>Concentration</b>	<b>61%</b>	<b>74%</b>
<b>Persistence</b>	<b>72%</b>	<b>69%</b>
<b>Sense of achievement</b>	<b>90%</b>	<b>91%</b>
<b>Having own ideas</b>	<b>49%</b>	<b>55%</b>
<b>Making links</b>	<b>43%</b>	<b>36%</b>
<b>Reviewing</b>	<b>26%</b>	<b>37%</b>

## ATTAINMENT OF PUPILS WITH EYPP NURSERY SUMMARIES

### 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

P.S.E.D	above expected			expected			below expected		
	aut	spr	sum	aut	spr	sum	aut	spr	sum
av.				88%	76%	86%	12%	24%	14%
30HOURS				100%	100%	100%			
15 HOURS			3	94%	100%	94%	6%		6%
SEND				70%	29%	67%	30%	71%	33%

Listening and attention	above expected			expected			below expected		
	aut	spr	sum	aut	spr	sum	aut	spr	sum
av.				71%	63%	84%	29%	37%	16%
30HOURS				100%	83%	100%		17%	
15 HOURS				83%	94%	95%	17%	6%	5%
SEND				30%	11%	56%	70%	89%	44%

Understanding	above expected			expected			below expected		
	aut	spr	sum	aut	spr	sum	aut	spr	sum
av.				78%	72%	82%	22%	28%	19%
30HOURS				100%	100%	100%			
15 HOURS				95%	94%	95%	5%	6%	5%
SEND				40%	22%	50%	60%	78%	50%

Speaking	above expected			expected			below expected		
	aut	spr	sum	aut	spr	sum	aut	spr	sum
av.				68%	66%	81%	32%	34%	19%
30HOURS				100%	100%	100%			
15 HOURS			2%	74%	88%	98%	26%	12%	
SEND				30%	11%	44%	70%	89%	56%

#### Actions complete

As speech language and communication remains an area in need of addition focus and support – re-introduce intervention groups in summer term

- ✓ Daily storytalk for la groups – referring to Literacy Launchpad framework to assist assessment and planning.

Physical development	above expected			expected			below expected		
	aut	spr	sum	aut	spr	sum	aut	spr	sum
av.				85%	76%	87%	15%	24%	33%
30HOURS				100%	83%	100%		17%	
15 HOURS				94%	100%	95%	6%		5%
SEND				60%	44%	67%	40%	56%	33%

Reading	above expected			expected			below expected		
	aut	spr	sum	aut	spr	sum	aut	spr	sum
av.					68%	80%		32%	20%
30HOURS					100%	100%			
15 HOURS					94%	97%		6%	3%
SEND					11%	44%		89%	56%

Writing	above expected			expected			below expected		
	aut	spr	sum	aut	spr	sum	aut	spr	sum
av.				75%	72%	86%	25%	28%	14%
30HOURS				100%	100%	100%			
15 HOURS				85%	94%	97%	15%		3%
SEND				40%	22%	61%	60%	78%	39%

Number	above expected			expected			below expected		
	aut	spr	sum	aut	spr	sum	aut	spr	sum
ALL				70%	58%	79%	30%	42%	21%
30HOURS					83%	100%		17%	
15 HOURS					81%	94%		19%	6%
SEND					11%	44%		89%	56%

Some additional focussed work on PSRN would benefit 15 hours pupils not reaching expected age bands.

#### Actions

- ✓ Daily counting activities number rhymes and opportunities for counting embedded in group routine.
- ✓ All children to access ten town activities at least once per week.
- ✓ Topic / project work to include at least one maths / number linked activity each week.
- ✓ Journal scrutiny of maths observations.
- ✓ All staff to ensure they consider number when making observations.

Shapes..	above expected			expected			below expected		
	aut	spr	sum	aut	spr	sum	aut	spr	sum
ALL				85%	72%	86%	15%	28%	14%
30HOURS					100%	100%			
15 HOURS					94%	97%		6%	3%
SEND					22%	61%		78%	39%

### Summary

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

- Speech Language and Communication, listening and attention and speaking.
- Mathematics, in particular Number.

Actions				
	Additional / specific focus during the spring term in:- <ul style="list-style-type: none"> <li>• Speech Language and communication</li> <li>• Mathematics, in particular number.</li> </ul>	No specific areas of focus. Monitor progress, well being and engagement. Increase opportunities to develop number play and counting skills.	Additional / specific focus during the spring term in:- <ul style="list-style-type: none"> <li>• Speech Language and communication Speaking .</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
All EYPP pupils with low levels of engagement.	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.	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.	<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>
	Through deliver of school based nurture programme children will gain confidence in participation and cooperation.		Allocated budget to purchase creative equipment and resources. <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> Allocated budget group led by SEYE 6 weeks for ½ hour per week summer term. <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
All EYPP pupils with less than 6 COEL	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.	To enable pupils to extend their COEL by accessing a well resourced, challenging and engaging environment and activities.	<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>	<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>

			Allocated additional budget to purchase creative equipment and resources. <b>£1,500</b>	
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**PRIME AREAS OF LEARNING  
COMMUNICATION AND LANGUAGE**

KEY GROUPS	INTENTION	TARGET	IMPLEMENTATION/ ACTIONS INCLUDING COSTING	IMPACT EVIDENCE
	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 May 2021 for nine weeks. WEEK 1 ASSESSMENT 3 hrs. WEEKS 2 – 9 Following the programme, 2 groups 3 times per week 1 hr x 10 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
	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	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., L.G., K.C.</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.

	Understanding and semantics / answering questions. Fine motor skills and writing.		Teaching time ratio reduction costs £2660 Preparation and assessment £1330 Materials and resources approx. £380  Total <b>£5370</b>	
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### SPECIFIC AREAS OF LEARNING – MATHEMATICS

KEY GROUPS	INTENTION	TARGET	IMPLEMENTATION/ ACTIONS INCLUDING COSTING	IMPACT EVIDENCE
	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.	During spring term 2021 <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> Teaching costs 11 x 1 hr Materials costs £5.00 per week  <b>£440</b>	<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>EYPP FUNDING 2020-2021</b> 35 Pupils are entitled to EYPP this term, funding estimated for full year Autumn 29 pupils <b>£2987</b> Spring 35 pupils <b>£3605</b> Summer estimate 37 pupils <b>£3811</b> <b>Total EYPP FUNDING 2020-2021</b> <b>£10403</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>Total</b> <b>£8940.00</b>

EYPP / SEND

KEY GROUPS	INTENTION	TARGET	IMPLEMENTATION/ ACTIONS INCLUDING COSTING	IMPACT EVIDENCE
	<p>To enable children to access a wide and varied curriculum which meets developmental needs and engages and motivate pupils. For pupils with send to make sound progress. 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>£19,950.00</b></p> <p>SEND inclusion Funding <b>£12,180.00</b></p> <p>EYPP <b>£1,636.50</b></p> <p><b>Total</b> <b>£13,816.50</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>