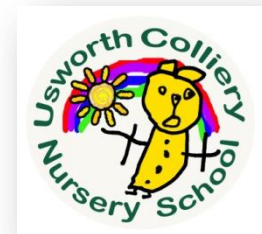




Autumn Term

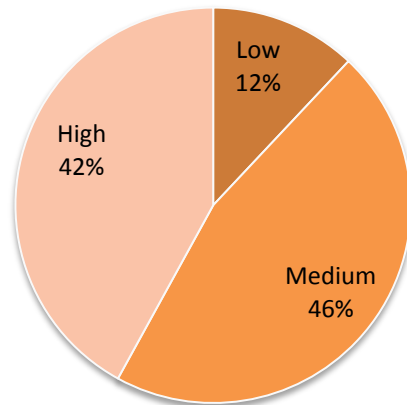
E.Y.P.P. report
and strategy

2021-22



PUPIL WELL-BEING

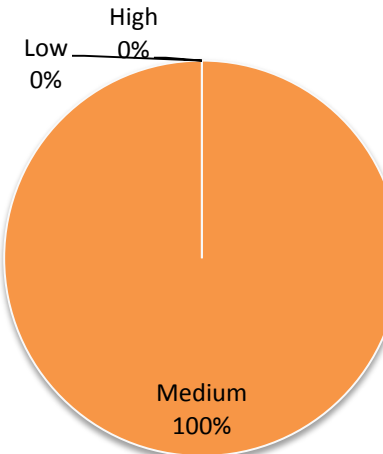
All main nursery children's well-being indicator



Summary

Well-being positive for 88% of pupils
12% need to improve this. .

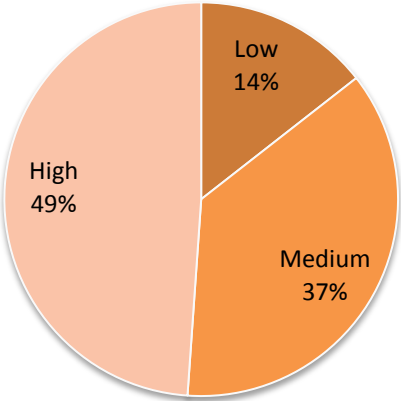
EYPP 30 hours children's well-being indicator



Summary

Well-being positive for all
30 hours pupils with EYPP.

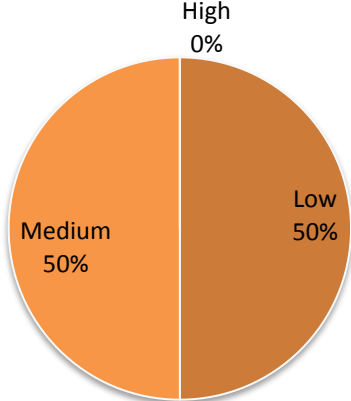
EYPP 15 hours children's well-being indicator



Summary

Well being is positive for 86%
Of 15 hours pupils with EYPP. Need to improve this for all pupils.

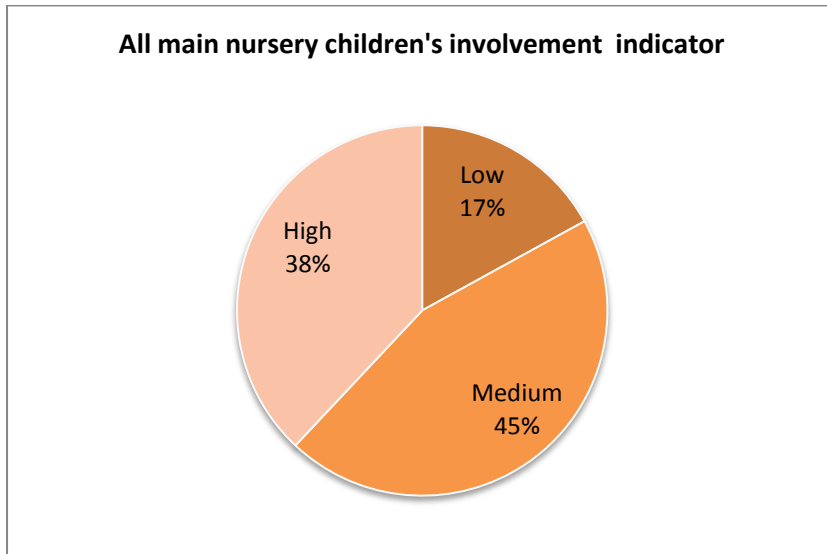
EYPP / send children's well-being indicator



Summary

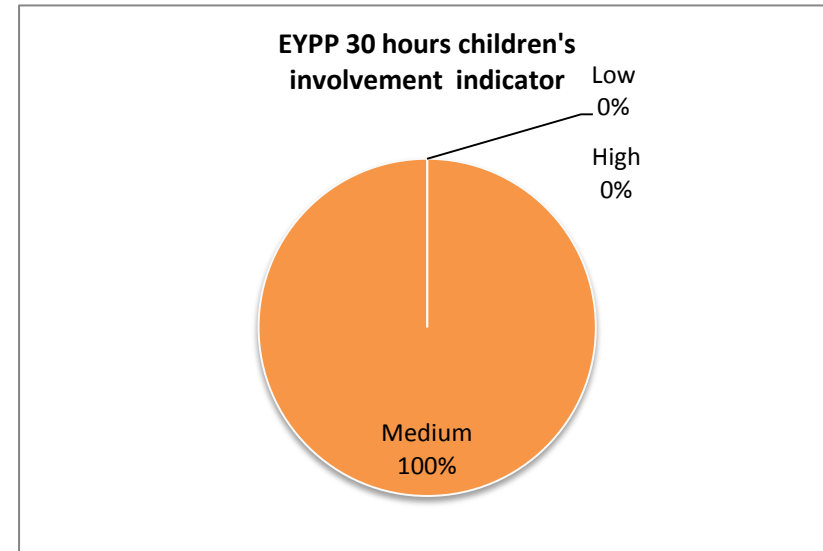
Well-being for send / EYPP pupils requires improving.

EYPP SPECIFIC GROUPS COMPARISON- PUPIL Involvement



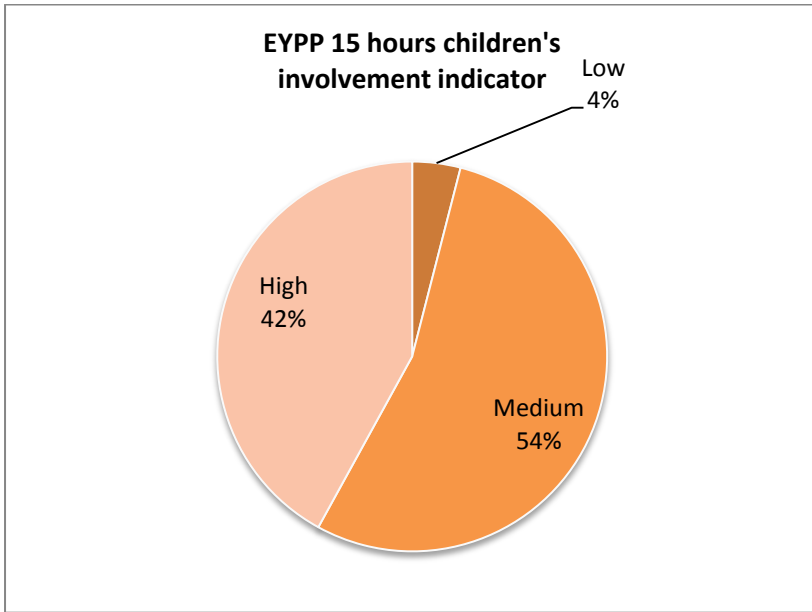
Summary

Involvement levels are good for 83% of nursery pupils with 17% pupils requiring support.



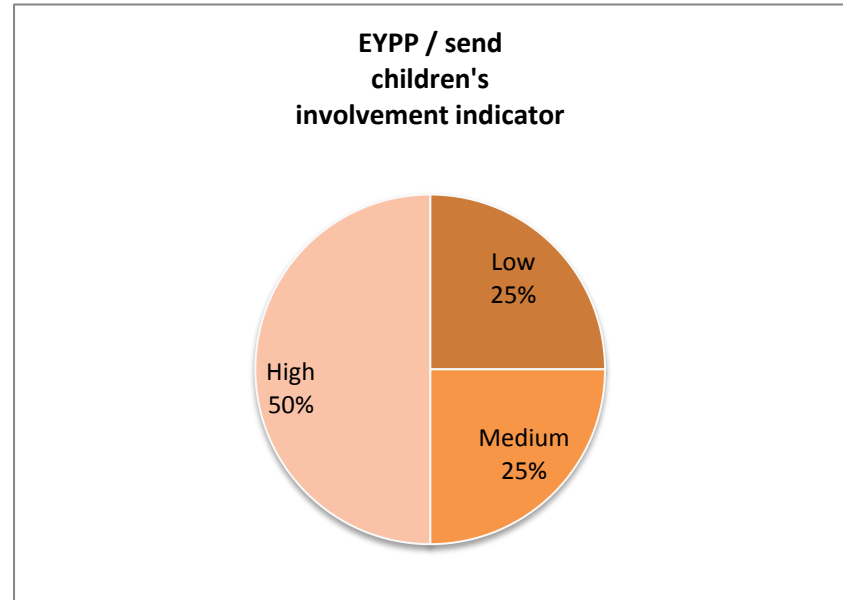
Summary

Involvement levels are good for 100% of 30 hours EYPP pupils.



Summary

4% of 15hr EYPP pupils require some additional support to be more involved.



Summary

25% of SEND/EYPP pupils require additional support to be more involved.

EYPP SPECIFIC GROUPS COMPARISON - CHARACTERISTICS OF EFFECTIVE LEARNING

CHARACTERISTICS OF EFFECTIVE LEARNING

EYPP - 30 HOUR GROUP (1 Child)

| Characteristics | Autumn 2021 Children |
|----------------------|----------------------|
| Curiosity | 100% |
| Representing | 0% |
| Taking Risks | 0% |
| Concentration | 0% |
| Persistence | 0% |
| Sense of achievement | 100% |
| Having Own Ideas | 100% |
| Making Links | 0% |
| Reviewing | 0% |

Summary

All 30 hour pupils with EYPP demonstrate a sense of achievement, have their own ideas and display curiosity. Further support is required to develop all other characteristics of effective learning. We will support this by providing activities that are motivating, engaging and developmentally appropriate for these children. These children may also benefit from smaller group and story time sessions that are tailored to their individual needs.

EYPP - 15 HOUR GROUPS (20 children)

| Characteristics | Autumn 2021 Children |
|----------------------|----------------------|
| Curiosity | 72% |
| Representing | 48% |
| Taking Risks | 40% |
| Concentration | 16% |
| Persistence | 12% |
| Sense of achievement | 60% |
| Having Own Ideas | 72% |
| Making Links | 32% |
| Reviewing | 12% |

Summary

Further support is needed to develop all characteristic of effective learning. Emphasis should be placed on improving; reviewing, persistence and concentration as the number of children with these characteristics falls below 20%, with only 12% of children demonstrating the ability to persist with an activity or to review how well an activity is going. Only 16% demonstrate the ability to concentrate.

Story talk intervention will support the development of the characteristics of effective learning. Children would also benefit from problem solving activities and looking back on their own experiences.

EYPP - SEND

4 Children

| Characteristics | Autumn 2021 Children |
|-----------------------------|-----------------------------|
| Curiosity | 25% |
| Representing | 0% |
| Taking Risks | 25% |
| Concentration | 0% |
| Persistence | 0% |
| Sense of achievement | 25% |
| Having Own Ideas | 50% |
| Making Links | 25% |
| Reviewing | 0% |

Summary

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

Children will benefit from a tailored curriculum that offers:

- Smaller adult to child ratios
- Activities that focus on well-being and engagement
- Sensory breaks/explorations
- Practical, real life experiences/ images.

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 | EYPP Pupils | | | Non- EYPP Pupil | | |
|--|-------------|----------|----------------|-----------------|----------|----------------|
| | below | expected | above expected | below | expected | above expected |
| Personal Social and emotional development | 76% | 8% | 16% | 74% | 20% | 7% |
| Listening and attention | 84% | 4% | 12% | 89% | 2% | 9% |
| Understanding | 80% | 8% | 12% | 89% | 2% | 9% |
| Speaking | 92% | 4% | 4% | 94% | 2% | 4% |
| Physical development | 4% | 72% | 24% | 15% | 72% | 13% |
| Reading | 96% | 4% | 0% | 86% | 0% | 14% |
| Writing | 80% | 8% | 12% | 86% | 5% | 9% |
| Numbers | 92% | 8% | 0% | 95% | 5% | 0% |
| Numerical Patterns | 92% | 4% | 4% | 86% | 5% | 9% |
| Understanding the World | 88% | 12% | 0% | 76% | 19% | 5% |
| Expressive Arts and Design | 76% | 16% | 8% | 71% | 24% | 5% |

Summary

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

- Speech Language and Communication
- Literacy
- Mathematics
- Understanding the World

EYPP SPECIFIC GROUPS COMPARISON

| area of learning | non – EYPP 46 children | | | EYPP-30 hours 1 Child | | | EYPP-15 hours 20 Children | | | EYPP-send 4 Children | | |
|--|---|----------|-------------------|---|----------|-------------------|--|----------|-------------------|---|----------|-------------------|
| | below | expected | above expected | below | expected | above expected | below | expected | above expected | below | expected | above expected |
| Personal Social and emotional development | 74% | 20% | 7% | 100% | 0% | 0% | 70% | 10% | 20% | 100% | 0% | 0% |
| Listening and attention | 89% | 2% | 9% | 100% | 0% | 0% | 80% | 5% | 15% | 100% | 0% | 0% |
| Understanding | 89% | 2% | 9% | 100% | 0% | 0% | 75% | 10% | 15% | 100% | 0% | 0% |
| Speaking | 94% | 2% | 4% | 100% | 0% | 0% | 90% | 5% | 5% | 100% | 0% | 0% |
| Physical development | 15% | 72% | 13% | 100% | 0% | 0% | 5% | 70% | 25% | 25% | 75% | 25% |
| Reading | 86% | 0% | 14% | 100% | 0% | 0% | 95% | 5% | 0% | 100% | 0% | 25% |
| Writing | 86% | 5% | 9% | 100% | 0% | 0% | 80% | 10% | 10% | 75% | 0% | 25% |
| Numbers | 95% | 5% | 0% | 100% | 0% | 0% | 90% | 10% | 0% | 100% | 0% | 0% |
| Numerical Patterns | 86% | 5% | 9% | 100% | 0% | 0% | 90% | 5% | 5% | 100% | 0% | 0% |
| Understanding the World | 76% | 19% | 5% | 100% | 0% | 0% | 85% | 15% | 0% | 100% | 0% | 0% |
| Expressive Arts and Design | 71% | 24% | 5% | 100% | 0% | 0% | 70% | 20% | 10% | 100% | 0% | 0% |
| Summary | Non EYPP | | | EYPP-30 hours | | | EYPP-15 hours | | | EYPP-SEND | | |
| Actions | Additional / specific focus:- <ul style="list-style-type: none"> • Speech Language and communication • Literacy • Mathematics • Understanding the World | | | No specific areas of focus. Support is required to develop all areas of learning. | | | Additional / specific focus:- <ul style="list-style-type: none"> • Speech Language and communication • Literacy • Mathematics • Understanding the World. | | | Children in this cohort have delay in the majority of areas of learning. <ul style="list-style-type: none"> • Access to smaller working groups which more individualised activities, appropriate to children's developmental stages. | | |

EYPP ACTION PLAN 2021-22

WELL-BEING, ENGAGEMENT AND INVOLVEMENT

| KEY GROUPS | INTENTION | TARGET | IMPLEMENTATION/ ACTIONS INCLUDING COSTING | IMPACT EVIDENCE |
|---|---|--|---|---|
| All EYPP pupils with low levels of Involvement. | To enable children to increase their levels of engagement and involvement through quality teaching, planning and provision. Children will have access to motivating group activities and child led play experiences, which follow their interests and enable them build on their skills. | Children in this cohort will display 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"> • Key workers to consider baseline data for pupil and focussing on key group maintain a tacking record of their progress. • 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. • Key workers will continually evaluate, improve and develop group activities to ensure children are motivated and engaged by the tasks and resources. • Increase and improve resources through purchasing equipment and materials to enhance learning experiences. <p>Cost of resources: £724.50 Allocated Pupil Premium Funding £724.50</p> | <ul style="list-style-type: none"> • Baseline data for key group. • Mid year tracking • End of year tracking • Individual observations • Group floor books |
| Children eligible for extra nursery or lunch time sessions: Approx. 3 | To enable children who are experiencing emotional issues at home, to access additional nursery sessions in a bid to increase their well-being, engagement and involvement levels. | | <ul style="list-style-type: none"> • During the spring and summer terms, qualifying children will be offered additional nursery/lunch sessions. <p>Total Cost Approx. - £1687.50 Allocated Pupil Premium Funding - £906</p> | |
| Children attending Story Talk: 14 Children in the autumn term and possibly 4 more in the spring/summer terms = 3 story | Through smaller group sizes and the delivery of nurture activities in Story Talk sessions children will gain confidence in participation and cooperation. | | <ul style="list-style-type: none"> • Story Talk will run throughout the year (Approx. 30 weeks) and will be delivered to children who require SAL intervention and/or nurturing. Children will receive this intervention 3x per week, 20min per session. <p>Teaching time ratio reduction costs 3 Story Talk groups based on 1:8 ratio = £130 per child, per year £130 x 8 children = £1,040 per group</p> | |

| | | | | |
|---------------------------------|--|--|--|--|
| talk groups, 1 adult per group. | | | <p>£1,040 x 3 groups = £3,120 Preparation and assessment £1330 Materials and resources approx. £380 Total Cost - £4,830 Allocated Pupil Premium Funding - £4,228</p> | |
|---------------------------------|--|--|--|--|

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"> • 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. • Key workers to refine and continually evaluate the provision and group activities to maximise children's engagement in tasks. • Key workers ensure that children have the opportunity each session to share ideas, solve problems, and to plan and make their own decisions. • 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. • When possible activities should link to seasonal real life experiences to enable children to link and build on their knowledge and understanding. <p>Allocated Pupil Premium Funding to purchase creative equipment and resources.</p> <p style="text-align: right;">£724.75</p> | <ul style="list-style-type: none"> • Baseline data for key group. • Mid year tracking • End of year tracking • Individual observations • Group floor books |

SPECIFIC AREAS OF LEARNING – COMMUNICATION AND LANGUAGE / EARLY LITERACY

| KEY GROUPS | INTENTION | TARGET | IMPLEMENTATION/ ACTIONS INCLUDING COSTING | IMPACT EVIDENCE |
|---|---|---|---|--|
| 14 Children in the autumn term and possibly 4 more in the spring/summer | To enable children to extend their communication skills through small group intervention following the Literacy Launchpad programme via daily Story Talk 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"> • 30 week programme 3 group sessions per day 3X per week, 20 minutes per session lead by L.L. L.D & KC. • Planning and preparation time for each session 2 hours per week L.L. • Resources and equipment including – topical storybooks, fine motor skills equipment, printing and laminating costs. • Baseline assessments and frequent assessments following the Launchpad tracker for each cohort. <p>Teaching time ratio reduction costs 3 Story Talk groups based on 1:8 ratio = £130 per child, per year £130 x 8 children = £1,040 per group £1,040 x 3 groups = £3,120 Preparation and assessment £1330 Materials and resources approx. £380 Total - £4,830</p> <p>Allocated Pupil Premium Funding - £4,228 (As Costed above)</p> | Launch Pad Assessments Twinkl progression map. End of year tracking. |
| 8 children | To build and develops the skills and understanding children need to become effective, independent readers and writers. | | <ul style="list-style-type: none"> • Children will take part in a Phonics intervention programme during the spring and summer term (Approx. 12 weeks.) • 10min per session 5x per week • Planning and preparation time for each session 1 hour per week. • Resources and equipment including printing and laminating costs. • Baseline assessments and frequent assessments, following the twinkl progression map. • Teaching time ratio reduction costs - £866 • Preparation and assessment £665 • Materials and resources approx. £380 <p>Total Cost: £1,911 Allocated Pupil Premium Funding £302</p> | |

SPECIFIC AREAS OF LEARNING – MATHEMATICS

| KEY GROUPS | INTENTION | TARGET | IMPLEMENTATION/ ACTIONS INCLUDING COSTING | IMPACT EVIDENCE |
|---|---|--|--|---|
| <p>Targeted children:</p> <p>23 children</p> | <p>To enable the children to extend and develop their number skills through a short programme of small group activities</p> <p>Number time group – counting rhymes and access to number blocks.</p> | <p>Key children will reach their expected age band milestones by the end of the school year.</p> | <p>During spring and summer term 2022</p> <ul style="list-style-type: none"> • 2 sessions per week focussing on maths in small groups (1 main group activity and 1 outdoor forest school activity.) • Activities tailored to meet children's individual needs. • 15 mins for 15 weeks. <hr/> <p>Teaching costs</p> <ul style="list-style-type: none"> • 2 adults, approx. 1:12 ratio - 30m per week x 15 weeks per year: £1030 • Preparation and assessment: £665 • Materials and resources approx. £100 • Total Cost: £1,795 • Allocated Pupil Premium Funding: £1290 | <ul style="list-style-type: none"> • Baseline data for key group. • Mid year tracking • End of year tracking |

SPECIFIC AREAS OF LEARNING – UNDERSTANDING THE WORLD

| KEY GROUPS | INTENTION | TARGET | IMPLEMENTATION/ ACTIONS INCLUDING COSTING | IMPACT EVIDENCE |
|---|--|--|--|---|
| <p>Targeted Children:</p> <p>22 Children</p> | <p>To widen life experiences for the children.</p> | <p>Key children will reach their expected age band milestones by the end of the school year.</p> | <p>Throughout the year children will have the opportunity to explore the local area; We will plan local visits to the park to explore seasonal changes and we will take children on outings to local shops to purchase goods for curriculum activities. We will also invite special people into school such as police officers to talk to children about the important role they play in the community.</p> <p>During the spring term 2022:</p> <ul style="list-style-type: none"> • We will purchase living eggs and the children will engage in the <i>ready to hatch programme</i> – a comprehensive programme which provides children with the opportunity to explore the life cycle of | <ul style="list-style-type: none"> • Baseline data for key group. • Mid year tracking • End of year tracking |

| | | | |
|------------------------------|--|--|----------------|
| | | <p>a chick through a first-hand experience. The children will have the opportunity to observe chicks hatching from their eggs and care for them as they grow. They will gain an in depth understanding of the life cycle of a chick through this experience.</p> <ul style="list-style-type: none"> Carry out a gardening project to teach children about the life cycle of a plant/flower. The children will engage in preparation activities such as weeding; they will explore seeds, plant and water them; they will care for the plants as they grow; they will harvest any vegetables that are planted and will engage in some food tasting activities. <p>During the summer term 2022:</p> <ul style="list-style-type: none"> We will purchase a butterfly kit with live caterpillars to teach the children the miracle of metamorphosis. | |
| | | <p>Cost: Living Eggs - £260 Butterfly Kit – approx. £51 Shopping -£100 Gardening Resources – approx. £100 Gardening project – cost of 2 additional adults - £72.00 Total Cost £583 Allocated Pupil Premium Funding - £583</p> | |
| TOTAL EYPP FUNDING | | Based on 25 children in autumn term and possible 4 more pupils in spring term | |
| | | TOTAL: £8758 | |
| TOTAL EYPP FUNDING ALLOCATED | | Wellbeing and Engagement Resources and Equipment | £724.50 |
| | | Extra Nursery/Lunch Time Sessions | £906 |
| | | COEL Resources and Equipment | £724.50 |
| | | Story Talk Project | £4228 |
| | | Phonics Intervention | £302 |
| | | Maths Group | £1290 |
| | | Understanding The World – Living Eggs/Caterpillars/Gardening Project | £583 |
| | | Total | £8758 |