

## Early Years Pupil Premium

### Spend and rationale

In the period 2015-16 a total of 35 children received the Early Years Pupil Premium (EYPP). This constituted a total budget of £9,350.28.

Analysis of this group of children in comparison with the national and local averages particularly highlighted **Communication and Language**, with only 73% of all children exceeding expected levels of development when reaching the end of reception compared to an LA average of 77.00% and a national average of 83.3%. In addition, this group of children also achieved beneath local and national levels in **Personal, Social and Emotional development (79.9% compared to 83.7%)**.

Manging feelings and behaviour has been particularly highlighted as an area where, locally, our children are not reaching expected levels of development. Of the Specific areas mathematics and literacy are areas where children are struggling. Given the late time during the year where we were in receipt of these baselines and after the development of our Centre Improvement Plan, mathematics was not specifically addressed as an intervention on which the EYPP budget was spent; this however is likely to be a focus for 2016-17.

**Source: Profile results 2014-15 from Cambridgeshire Early Years team (appendix A).**

**As a result, the following interventions were identified:**

Intervention area	Details	Cost
PSED	Additional key worker time and a focus on recognising emotions particularly highlighted through the purchasing of key stories that will help children through discussion.	7 Children £1,892.58
Physical Development	In this particular cohort, specific issues were highlighted for EYPP children relating to Physical Development (Health and self-care), so specific interventions were decided to support certain children by ensuring that they could participate in lunch time within the Centre.	4 Children £962.00
Communication and Language	Use of storytelling project (Helicopter stories) to enable children to develop oral skills, increasing their understanding of writing for a purpose, as well as enabling children to increase their confidence in PSED.	£2,600
Communication and Language	Continue to use the Teaching Assistant for Communication and Language as a 'soft' intervention for the children who need confidence building in terms of speaking and listening.	10 Children £2,866.12
EAL Group		5 Children

A selected number of children have been getting additional support in EAL Groups.	£1,029.58
Total	£9,350.28

## Specific interventions

### a) PSED

We know that young children may be overwhelmed and that, in some cases, children's educational attainment is hampered by their emotional needs. In order to ensure that children's emotional and social needs do not impact, we have ensured that identified children are receiving additional support within this area.

8 Children received support in the area of PSED. The intervention within this area involved addition key person time, thereby enabling the key person to provide the children with support around their emotional needs. The needs within this category ranged from anxiety to behavioural support.

It can be seen that all the children in this group maintained their educational progress in the area of PSED. This trend was replicated in all areas. Of the 8 children, 5 we saw accelerated development and the majority (bar 1) reached their developmental appropriate stage. One child exceeded and reached the early learning goals.

### b) Physical development intervention

Rationale: This area relates to the development of health and self-care skills as well as manual handling of equipment. Children who are delayed in this area may be unable to eat independently or may be overweight due to lack of physical activity. Intervening at this stage will support the child's overall progress in this area, as well as supporting their overall confidence and ability to access all areas of the curriculum.

Children were identified with needing support around healthy eating and physical development. 3 out of the 4 children identified all fell within this group – where one child was identified as needing physiotherapy support as part of her ongoing medical condition (Child 1). The other three received support around self-help and independence, as well as being offered lunch sessions in order to support their health and self-care (HSC).

Results: All of the children identified in the area of health and self-care exceeded expected levels of development. We saw accelerated progress for all 3 children in this area. 1 child maintained educational progress.

### c) Language support intervention

10 Children in this group were identified for additional support and received two levels – 1:1 support from the Speech and Language Teaching Assistant, as well as support for additional help within the setting. Parents/Carers also received information as to how they could support their child at home.

All children within their group were at age appropriate levels of development by the end of the intervention. In addition, 2 children exceeded expected levels of development.

**d) EAL group**

Children attending this group are receiving additional ‘booster’ support in small groups. This group helps them access the curriculum by having interventions related to stories that may be read in class, accessing information related to our topics, as well as receiving individual support. All children in this group received a minimum of one additional group time per week delivered by Nursery Nurses or Teaching Assistants in our setting. 6 Children in this group were in receipt of EYPP.

The total amount accounted for in this report is accurate. However, 3 children have left our school in the time period-we are not aware of the results of these children.

**Results for EYPP Children going into reception (N2) – Summer 2016**

Overall, the children in the EYPP group improved more than the Non-EYPP group. The children in receipt of EYPP also got closer to their peers in most areas of the EYFS. Overall the improvement for non-EYPP (children working at or exceeding the expected level of development) was 2.04% compared with 15.08% for children in receipt of the EYPP. A summary of results can be seen beneath, with areas pointed out for where the EYPP funding was spent during the academic year. This cohort of children was different from the group of children leaving our setting last year, but nevertheless, we can see that the EYPP group of children have exceeded the development of their non EYPP peers. There have been very specific issues with regard to who is in receipt of the EYPP and within our non EYPP cohort this year we have had a specific high number of children with significant delays. The lack of SEN funding makes this a particular challenge for us – one we need to focus on continuously.

	Autumn 2015		Summer 2016		Comments
	Non EYPP	EYPP	Non EYPP	EYPP	
Aspect	At or Above Expectation	At or Above Expectation	At or Above Expectation	At or Above Expectation	
<b>Making relationships (MR)</b>	78.38%	73.91%	77.5%	87.5%	
<b>Self-confidence and self-awareness (SCSA)</b>	86.49%	82.61%	87.5%	87.5%	
<b>Managing feelings and behaviour (MFB)</b>	83.78%	69.57%	85.0%	83.33%	Intervention: Additional key time (intervention A)

<b>Personal, Social and Emotional Development Average</b>	<b>82.88%</b>	<b>75.36%</b>	<b>83.33%</b>	<b>86.11%</b>	
<b>Moving and handling (MH)</b>	91.89%	78.26%	90.0%	91.67%	
<b>Health and self-care (HSC)</b>	94.59%	73.91%	95.0%	91.67%	Intervention C: Additional lunch time and support around self-care, including toilet training, independently dressing and managing needs in terms of food and drink.
<b>Physical Development Average</b>	<b>93.24%</b>	<b>76.09%</b>	<b>92.5%</b>	<b>91.67%</b>	
<b>Listening and attention (LA)</b>	81.08%	86.96%	92.5%	91.67%	Intervention A: Additional Key time and helicopter stories
<b>Understanding (Un)</b>	78.38%	82.61%	85.0%	87.5%	
<b>Speaking (Sp)</b>	70.27%	73.91%	77.5%	87.5%	
<b>Communication and Language Average</b>	<b>76.58%</b>	<b>81.16%</b>	<b>85.0%</b>	<b>88.89%</b>	
<b>Reading (Rd)</b>	75.68%	69.57%	67.5%	87.5%	
<b>Writing (Wr)</b>	70.27%	73.91%	67.5%	87.5%	
<b>Literacy Average</b>	<b>72.97%</b>	<b>71.74%</b>	<b>67.5%</b>	<b>87.5%</b>	Intervention D&E : Helicopter and Teaching Assistant intervention
<b>Numbers (Num)</b>	62.16%	65.22%	77.5%	87.5%	
<b>Shape, space and measure (SSM)</b>	62.16%	69.57%	80.0%	87.5%	
<b>Mathematics Average</b>	<b>62.16%</b>	<b>67.39%</b>	<b>78.75%</b>	<b>87.5%</b>	
<b>People and communities (PC)</b>	70.27%	65.22%	67.5%	87.5%	
<b>The world (Wo)</b>	67.57%	65.22%	73.68%	87.5%	
<b>Technology (Tech)</b>	86.49%	73.91%	84.21%	91.67%	
<b>Understanding the World Average</b>	<b>74.77%</b>	<b>68.12%</b>	<b>75.0%</b>	<b>88.89%</b>	
<b>Exploring and using media and materials (EMM)</b>	86.49%	69.57%	82.5%	91.67%	
<b>Being imaginative (BI)</b>	86.49%	73.91%	76.32%	87.5%	
<b>Expressive Arts and Design</b>	<b>86.49%</b>	<b>71.74%</b>	<b>79.49%</b>	<b>89.58%</b>	

<b>Average</b>					
<b>Overall Average</b>	<b>78.38%</b>	<b>73.4%</b>	<b>80.42%</b>	<b>88.48%</b>	
			Progress of non EYPP	Progress of EYPP	
			<b>2.04%</b>	<b>15.08%</b>	