

Curzon Crescent Early Years Pupil Premium (EYPP) Expenditure Sept 2016 – July 2017

Number of Pupils and Pupil Premium received	
Total number of children July 2016	88
Number of eligible children Autumn 2015	23 (26%)
Number of eligible children Spring 2016	22 (25%)
Number of children eligible Summer 2016	24 (27%)
Amount of EYPP received per child (full year)	£302.10
Total amount of EYPP received	£6908.55

Curriculum focus for EYPP spending
<p>In developing ways to achieve our aim of 'Outstanding Outcomes for All' we must consider the context of our school and the challenges faced by the families.</p> <p>Observations, family information and data shows many of our children enter nursery developmentally below expectations in the areas of speaking, listening and attention and understanding. Other children are developmentally ready for more complex, challenging work.</p> <p>Analysis of whole school data indicates that in 2016/17, there needs to be a continued multi-faceted approach to developing Communication and Language and raising attainment in this area overall.</p> <p>Therefore our priorities for are:</p> <ul style="list-style-type: none"> • To develop children's speaking and language skills • To develop children's self-confidence • To develop children's emotional well-being • To enable parents to support their children's learning at home • To provide additional challenge to ensure all children reach their potential

Desired outcomes	Success criteria	Outcome/Impact
EYPP children make accelerated progress and attain typical development or higher	Children make at least 3 levels of progress and are working within or above typical development - 30-50D/S (summer born) or 40-60E/D - on exit	EYPP children made more progress than our non-EYPP leavers with most reaching or exceeding typical development (TD) on exit - 40-60E (30-50S for Summer born children). All children in the group reached TD in Moving and Handling (Physical Development)

EYPP children maintain high levels of wellbeing and involvement thereby working deep level of learning is taking place	Children make at least 3 levels of progress in PSED and are working within or above typical development - 30-50D/S (summer born) or 40-60E/D - on exit	Most children made at least 3 levels of progress in PSED and are now working within typical development on exit.
EYPP children identified as high ability have additional challenging experiences to ensure they reach their potential	Children continue to make accelerated progress	Three EYPP children who were identified as high ability on entry - all made higher than expected progress - 4 levels.

Nature of our Multi-faceted approach			
Behaviour for learning			
Action/Approach	Budget implications	Monitoring	Impact
Daily targeted 'Attention' groups to target the teaching of attention, communication and social interaction skills. The intervention looks at the power of shared good times for building engaged learning and trusting relationships where interaction, problem solving, communication and learning can flourish.	Developing specialist practitioners for focused intervention work - to plan and carry out 'Attention' groups with targeted children Training for 2 staff: £800 Resources for groups: £250	Termly progress tracking and discussions with parents as well as cohort level. Observations/learning walks Learning Journeys Listening to children	Increase in targeted children's ability to attend and learn from group sessions. Attention spans increasing from 20 seconds to 6 minutes or more.
Support for families and community			
Parent workshops to teach parents how to support children's learning at home and the impact it can have: – 'Home Learning', 'Learning Sacks', 'Early Mathematics', 'Early Writing', 'Scientific	Teacher planning time and cover for delivery Resources for family learning and support groups	Feedback from parents and children Feedback from staff Case studies	Parent's comments in home learning books show deeper insight into children's learning. Evaluations of workshops show high levels of parent satisfaction and comments include how they will use new information when at

Experiments', 'Brain Development and its Impact on Learning' 'Moving on to primary School'	Cover: 16 sessions plus planning time £2500 Resources: £1000		home with their children. Parent comments in Learning Journeys show pride in their children's leaning and share learning from home
Weekly loan system – library books and Learning bags containing books and resources for parents to use at home with their children recognising the impact of involving families in their child's leaning	Teacher time to prepare parent prompt cards to focus attention on potential learning. Additional story and information books with resources to deepen understanding and stimulate language Cover: £500 Resources: £800	Feedback from parents and children Feedback from staff Case studies	Higher uptake of learning bags. More parents involved in resourcing and distributing bags. Survey showed evidence of children and parents engaged in more dialogue with children. Increased vocabulary.
REAL project (Raising Early Achievement in Literacy) - practitioners to support children's early literacy and development by engaging parents in their children's early literacy.	Teacher training and attendance at meetings. Teachers time to make regular home-visits to targeted families in the project Cover: £600	Termly progress tracking of individuals and discussions with parents. Feedback from parents and children Feedback from staff Case studies	Increased parents understanding of their role in children's learning.
Focus on enrichment beyond the curriculum			
Educational visits and reflections to expose children to a range of cultural and sensory experiences to enhance their understanding of our community and the world around them	Visits to Natural History Museum, Science Museum, Theatre, as well as numerous local visits and environmental walks Free	Termly progress tracking and discussions with parents as well as cohort level. Learning Journeys Listening to children	Children's Learning Journey's show high levels of discussion on trips. Subsequent reflections provoke conversation and clarification of understanding. Children will be motivated to share stories about their adventures.

Focus on learning in the curriculum			
Extra-curricular resources and experiences to accommodate children's learning styles and to develop the skills to engage in focused, challenging encounters.	Forest school experiences. Care of our own chickens. Living eggs (children experience hatching of ducks and chickens), Insect Lore and Spitalfield's Community Farm visit to Curzon Resources: £500	Termly progress tracking in discussion with parents as well as cohort level. Observations/learning walks Learning Journeys Listening to children	Children will be engaged and motivated. They will make comments about what they see, smell, touch and feel – vocabulary will become descriptive and will become broader and deeper. All children will have a rich, enhanced curriculum

DATA OUTCOMES 2016-2017

Comparative attainment performance of disadvantaged pupils		
Curriculum area	EYPP	Non-EYPP
Reading	94%	80%
Writing	94%	82%
Number	94%	80%
M & H	100%	84%
Understanding	94%	80%
Speaking	83%	80%

- In 2016-2017, on entry a few children (19%) entitled to EYPP came in working within age related expectations. A large majority entered below age related expectations in the Prime Areas of learning working within 22-36 months or below.
- EYPP children made more progress than our non-EYPP leavers with most reaching or exceeding typical development (TD) on exit - 30-50S (Summer born children) – 40-60E. All children in the group reached TD in Moving and Handling (Physical Development)