

Fawood Children's Centre Early Years Pupil Premium (EYPP) Expenditure Sept 2016 – July 2017

Number of Pupils and Pupil Premium received	
Total number of children July 2016	53
Number of eligible children Autumn 2015 (10/48)	10 (21%)
Number of eligible children Spring 2016 (10/45)	10 (22%)
Number of children eligible Summer 2016 (11/53)	11 (21%)
Amount of EYPP received per child (full year)	£286.20
Total amount of EYPP received	£3505.95

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
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 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

EYPP children identifies as high ability have additional challenging experiences to ensure they reach their potential	Children continue to make accelerated progress
---	--

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 Experiments', 'Brain Development and its Impact on Learning' 'Moving on to primary School'	Teacher planning time and cover for delivery Resources for family learning and support Cover: 16 sessions plus planning time £1000 Resources: £500	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 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 learning	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: £500	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, London Transport 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	Forest school experiences. Care of our own chickens. Living eggs (children experience hatching of ducks and chickens), Insect Lore and	Termly progress tracking in discussion with parents as well as cohort level. Observations/learning walks Learning Journeys	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

encounters.	Spitalfield's Community Farm visit to Curzon Resources: £500	Listening to children	broader and deeper. All children will have a rich, enhanced curriculum
-------------	---	-----------------------	---

OUTCOME 2016-2017			
Comparative attainment performance of disadvantaged pupils			
Curriculum area	EYPP	Non-EYPP	ALL
Reading	100%	92.8%	96.4%
Writing	100%	92.8%	96.4%
Number	100%	95.2%	97.6%
M & H	100%	95.2%	97.6%
Understanding	100%	90.2%	95.1%
Speaking	100%	86%	93%

ON exit 20% of children entitled to EYPP attended Rainbows with a diagnosis of ASD, 10% are CwD, 60% were mainstream children transitioning to Reception in September 2017 and 10% were NEG3 remaining at Fawood for the following academic year. 20% of the cohort joined nursery in Spring 2017.

- 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.
- For purposes of comparison, on exit, if we collate the data of the EYPP children with SEND in a separate chart, the attainment of EYPP children without SEND is in advance of non EYPP children.
- EYPP children made more progress than our non-EYPP leavers with an overwhelming majority reaching or exceeding typical development (TD) on exit - 30-50S (Summer born children) – 40-60E.