



### EYPP Report for Academic Year 2016/2017

Number of children on roll by summer term: 84

<b>Term</b>	<b>Number of children</b>	<b>Amount received</b>
Autumn	4	£451.56
Spring	10	£996.93
Summer	12	£1182.96
<b>Total amount received for 2016/2017</b>		<b>£2631.45</b>

Majority of our children eligible for EYPP required support with their self-confidence, forming friendships and their own resilience in the nursery. Staff supported the children by modelling how to have positive interactions with others, build relationships with others through common interests and shared thinking, but also support them to consider ways to solve problems in order to build on their own resilience and confidence.

To further support confidence and also language and communication we used the majority of the funding to provide a range of experiences for the children.

#### Steps of progress data

Steps of progress made by children who received EYPP funding

Table one shows progress over year for children who received funding all three terms. Table two shows progress over year for children who received funding for two terms. Children who received funding in summer term started in April, all except two children. One child started in our two-year-old setting, another child only received funding for spring term. This is shown in table three.

**TABLE ONE  
FUNDING FOR THREE TERMS  
FOUR CHILDREN**

<b>Prime Areas</b>							
<b>Steps of progress</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Making relationships			1	2	1		
Self-confidence and self-awareness				3	1		
Managing feelings and behaviour				4			
Listening and attention				3	1		
Understanding				4			
Speaking				3	1		
Moving and handling				2	1	1	
Health and self-care				2	2		
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>23</b>	<b>7</b>	<b>1</b>	<b>0</b>
<b>Specific Areas</b>							
Reading			1	3			
Writing				4			
Numbers				4			
Shape, space and measure			1	2	1		
People and communities				4			
The world				3	1		
Technology			1	2	1		
Exploring and using media				4			
Being imaginative				3	1		
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>29</b>	<b>4</b>	<b>0</b>	<b>0</b>

**TABLE TWO  
FUNDING FOR TWO TERMS  
CHILDREN  
FIVE CHILDREN**

<b>Prime Areas</b>							
<b>Steps of progress</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6+</b>
Making relationships		2	1	2			
Self-confidence and self-awareness			3	2			
Managing feelings and behaviour		1	1	1	2		
Listening and attention		3	1	1			
Understanding		2	1	2			
Speaking		1		3	2		
Moving and handling		1		3		1	
Health and self-care			2		1	1	1
<b>TOTAL</b>	<b>0</b>	<b>10</b>	<b>9</b>	<b>14</b>	<b>5</b>	<b>2</b>	<b>1</b>
<b>Specific Areas</b>							
Reading			1	1			2
Writing		2	2				1
Numbers	1		2	2			
Shape, space and measure	1	1	1	2			
People and communities		1	1	2		1	
The world	1	1	1	2			
Technology			2	3			
Exploring and using media			1	2	1	1	
Being imaginative		1	1	1	2		
<b>TOTAL</b>	<b>3</b>	<b>6</b>	<b>12</b>	<b>15</b>	<b>3</b>	<b>2</b>	<b>3</b>

**TABLE THREE  
FUNDING FOR ONE TERM  
TWO CHILDREN**

<b>Prime Areas</b>							
<b>Steps of progress</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6+</b>
Making relationships			2				
Self-confidence and self-awareness			2				
Managing feelings and behaviour		1	1				
Listening and attention		1	1				
Understanding		1	1				
Speaking			2				
Moving and handling		2					
Health and self-care		1		1			
<b>TOTAL</b>	<b>0</b>	<b>6</b>	<b>9</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Specific Areas</b>							
Reading	1	1					
Writing	1	1					
Numbers	1	1					
Shape, space and measure	1	1					
People and communities			1	1			
The world	1	1					
Technology	1	1					
Exploring and using media		1	1				
Being imaginative			2				
<b>TOTAL</b>	<b>6</b>	<b>7</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>

Whilst one child appears to have made zero steps of progress in the majority of the specific areas of learning, however they have made between 4 and 6 steps of progress in all areas of learning since starting with us in January 2016. This table only shows progress from January 2017 to June 2017, two assessments and two terms.

### Expenditure

<b>Experience</b>	<b>Cost</b>	<b>Total</b>
Forest School	£150 per child for six sessions 5x£150=£750	£750
Extra sessions offered	Autumn term-15 weeks Half of Spring term-6 weeks 21 weeksx72.50=£1522.50	£1522.50
Planetarium	£491	£491
Farm	£400	£400
Clay experience	£379	£379
Ice cream van	£50	£50

<b>FUNDING IN</b>	<b>TOTAL EXPENDITURE</b>
<b>£2631.45</b>	<b>£3592.50</b>

### **Conclusion**

The way in which we have used the funding has enabled the majority (83%) of children in receipt of EYPP funding to make at least 3 steps of progress. We also identified key areas that each child required support within the nursery and ensured we concentrated on those areas as a team. The data also shows that children that received funding over the three terms made better progress than the children who received it for one or two terms.

### **The future**

We will continue to offer experiences within the nursery as we believe this adds value to the child's experiences, but also supports all areas of learning. It helps the child to have experience of change in a safe environment and manage their own resilience, plus builds on language, listening and attention skills and experiencing things with others.

