

Wallace Road Nursery School

EARLY YEARS PUPIL PREMIUM – 2021 2022

<p>Academic Year: 2021/2022</p> <p>Date for next internal review of this strategy: February 2022</p>	<p>Total EYPP: Carry forward from previous years: £0</p> <p>EYPP Funding for 2020 – 2021: September: £281.83 October: £281.83</p>																						
<p>Number of children eligible for EYPP: Autumn: 10 children (24%)</p> <p>Number of 3 and 4 year olds attending the nursery: 38</p>	<p>Target Expenditure:</p> <ul style="list-style-type: none"> • One to one or small group support to develop self-confidence and self- esteem; communication and speaking; social skills and early learning skills • Providing additional sessions including extended school provision for identified children 																						
<p>Current EYPP: Percentage of children on track</p> <table border="1" data-bbox="114 836 1097 1153"> <thead> <tr> <th>Areas of Learning</th> <th>Children in receipt of EYPP in October 2020</th> </tr> </thead> <tbody> <tr> <td>PSED</td> <td>90%</td> </tr> <tr> <td>C and L</td> <td>80%</td> </tr> <tr> <td>PD</td> <td>90%</td> </tr> <tr> <td>Literacy</td> <td>80%</td> </tr> <tr> <td>Mathematics</td> <td>60%</td> </tr> <tr> <td>U the W</td> <td>70%</td> </tr> <tr> <td>Exp Art and Design</td> <td>90%</td> </tr> </tbody> </table>	Areas of Learning	Children in receipt of EYPP in October 2020	PSED	90%	C and L	80%	PD	90%	Literacy	80%	Mathematics	60%	U the W	70%	Exp Art and Design	90%	<p>Attendance for children in receipt of EYPP:</p> <table border="1" data-bbox="1151 903 2136 1002"> <thead> <tr> <th>Attendance Rates</th> <th>Children in receipt of EYPP</th> <th>Non EYPP children</th> </tr> </thead> <tbody> <tr> <td>2021 2022</td> <td></td> <td></td> </tr> </tbody> </table>	Attendance Rates	Children in receipt of EYPP	Non EYPP children	2021 2022		
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<p>Some Recognised Barriers:</p> <ul style="list-style-type: none"> • Parental engagement, support at home and educational aspirations • Low levels of oral language and vocabulary which impacts on children’s access to all areas of the learning and the curriculum • Social, emotional and mental health issues that could impact on academic progress 	<p>Desired Outcomes:</p> <ul style="list-style-type: none"> • To ensure all children receiving EYPP make expected good progress based on their starting points • To ensure that children who need to make accelerated progress are identified and interventions are put in place • Environment is of high quality and meets the needs of all children. 																						

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| <ul style="list-style-type: none">• Difficulties at home (E.g. involvement with Social Services, CP Plans, CIN plans, LAC and history of domestic violence, limited support from home) and require additional support | <ul style="list-style-type: none">• Skilled adults able to support learning through quality interactions.• Language development is supported through sensitive interactions from all adults.• Families supported,• Support/guidance given with issues such as absence/lateness. |
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1. <u>Quality of teaching for all</u>					
Desired outcome:	Arrangements	Evidence rationale for this	Implementation	Responsibility	Evidence and Review
For children to be settled and happy at nursery and to receive support with their learning and development, to reach their potential	<p>Sensitive adults get to understand and know the children.</p> <p>Observe their behaviour and consider the communication behind it.</p> <p>Any children struggling to settle-support families with the process.</p>	<p>Children are able to learn and focus when they feel settled and safe.</p> <p>If children are settled, parents are less anxious.</p>	<p>Keyworkers to be aware of any children not settled and/or have low Wellbeing and Involvement.</p> <p>Keyworkers and Headteacher to be aware of any persistent absence.</p>	<p>Keyworkers</p> <p>Headteacher</p>	
All children will have a rich, exciting and varied curriculum including visiting the local community or through visitors to the nursery school	<p>Children to go out into community.</p> <p>Other experiences to be included into the curriculum, such as a dancer, animal visits.</p>	<p>Children can build on knowledge of their immediate environment and get to know their community.</p> <p>Will support PSE and communication.</p>	<p>Trips out in the community to be arranged; visits to Morrisons, walks around the nursery, visits to Kingsley Primary.</p>	<p>Nursery team</p>	
Children below expected development to be identified and supported.	<p>Children with low attainment to be identified and support put in place in nursery-group interventions and specific support in nursery.</p>	<p>Early intervention and support will support the child to make progress.</p>	<p>Children not on track identified and shared with team.</p> <p>Team ensure support provided in the setting.</p>	<p>Headteacher</p> <p>Nursery team</p>	

Measuring the impact of EYPP:

The Headteacher will monitor the progress of EYPP children once a term.

Individual Keyworkers will monitor progress and attainment of EYPP children in their group.

Observations will be carried out of EYPP children's involvement with extra experiences.

Baseline for Children in receipt of Early Years Pupil Premium:

2021 2022 Autumn	Combined: 10 children			
	On track		Not on track	
	No.	%	No.	%
Personal and Social Development	9	90	1	10
Communication and Language	8	80	2	20
Physical Development	9	90	1	10
Literacy	8	80	2	20
Mathematics	6	60	4	40
Understanding the World	7	70	3	30
Expressive Art and Design	9	90	1	10

Baseline for Children in not receipt of Early Years Pupil Premium:

	Combined: 41 children			
2021 2022 Autumn	On track		Not on track	
	No.	%	No.	%
Personal and Social Development	39	93	2	5
Communication and Language	30	73	11	27
Physical Development	38	93	3	7
	Combined: 37 children			
	On track		Not on track	
Literacy	29	78	8	22
Mathematics	29	78	8	22
Understanding the World	32	86	5	14
Expressive Art and Design	35	95	2	5

Well-being and involvement levels for children in receipt of EYPP:

2021/2022	EYPP: 10 children			
	Wellbeing		Involvement	
	No.	%	No.	%
1	0	0	0	0
2	0	0	0	0
3	1	10	3	30
4	9	90	7	70
5	0	0	0	0

