** Gill Blowers Nursery School**

**Early Years Pupil Premium Report 2018-2019**

EYPP Funding= £12,506 Number of eligible children= 51

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| **Activity** | **Rationale** | **Funding** | **Impact** |
| Use LATS data and information gathered from Pupil Progress meetings to provide individualised interventions to support the attainment, progress and wellbeing of identified EYPP children. | To support the development of identified children through removing barriers to learning to enable these children to participate fully in all areas of the EYFS curriculum. | -To enable EYPP children to meet and exceed cohort related expectations for development as measured by the EYFS.  -To encourage parental engagement in children’s learning.  -To increase the attendance of EYPP children and their sense of belonging in our School community.  -To increase the real-world experiences of EYPP children | Attainment gaps to be narrowed in identified areas with good to outstanding progress. |
| |  |  |  | | --- | --- | --- | |  |  |  | | **How Early Years Pupil Premium Was Spent** | **Cost** | **Evaluation of impact of extra funding** | | Uniform | £631.60 | Parents supported with the cost of uniform. Children given a sense of belonging to the Gill Blowers community. | | Lunch Club | £495.50 | Children have access to healthy balanced meal. Parent supported with cost. | | Snack | £1,500 | Parents supported with the cost of healthy snack. Children eat daily healthy snacks. | | Living Eggs (split costs with DAF) | £210.00 | Life experiences widened for the children- children have improved progress and attainment in PSED, UW, CL. | | Visit from Santa – cost of books as gifts | £200.00 | Life experiences widened for the children- children have improved progress and attainment in PSED, UW, CL, EAD, L, PD. | | PSED week/Curriculum Days | £400.00 | Parents understand how they can support their child’s learning personal, social and emotional development. | | Woodwind Instruments (not plastic) | £600.00 | Woodwind instruments have given children a chance to practice long and short breaths. It has supported children’s speech through breathing techniques, assisting in the development of oral and facial muscles and learning about making patterns and rhythms. | | Sound Communities Trainers (4 weeks per site) | £400.00 | Children who are consistently exposed to musical experiences gain neural connections that help with brain development and cognitive thinking. It has been proven that this exposure helps them do better in areas such as reading and math, helps them gain better control of their bodies, aids in focusing, promotes higher self-esteem and emphasizes teamwork. | | Visiting Farm/Small Animals | £650.00 | Widening life experiences for the children, the stroking of animals releases oxytocin’s into the bloodstream which supports brain development and a child’s sense of wellbeing. | | Curiosity Approach resources | £400.00 | To create a stimulating environment that inspires the awe and wonder and the children’s love of learning | | Signs 4 phonics | £1,350 | Phonetical development, targeted support differentiated to the children’s level of attainment delivered by external professional and replicated throughout the week by CT. | | School Trip | £2,157 | Widening life experiences for the children and improving parental relationships. | | Phonics Resources | £400.00 | To support the delivery of Literacy/Phonic groups. | | Additional staffing support expenditure | £63k | This comprises of:  Family Worker time  Additional staff in the 3-4 class  Management Time  Lunch time staff |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Gill Blowers Nursery School Pupil Outcomes 2018-19** | | **Pupil Premium**  **3-4 cohort** | | **Whole School** | | **National Expectation** | | | **3-4’s** | | **% At** | **% Above** | **% At** | **% Above** | **% At** | **% Above** | | **Communication & Language** | **Listening & Attention** | 36% | 52% | 46% | 44% | 63% | 23% | | **Understanding** | 32% | 52% | 41% | 45% | 63% | 23% | | **Speaking** | 48% | 40% | 40% | 38% | 66% | 20% | | **Physical Development** | **Moving & Handling** | 32% | 60% | 40% | 55% | 71% | 19% | | **Health and Self-Care** | 24% | 72% | 37% | 60% | 71% | 20% | | **Personal, Social & Emotional Development** | **Self Confidence & Self Awareness** | 32% | 60% | 45% | 49% | 71% | 18% | | **Managing Feelings & Behaviours** | 32% | 60% | 44% | 48% | 72% | 16% | | **Making Relationships** | 44% | 52% | 46% | 44% | 73% | 17% | | **Literacy** | **Reading** | 68% | 8% | 62% | 11% | 58% | 19% | | **Writing** | 84% | 8% | 79% | 8% | 63% | 11% | | **Maths** | **Number** | 44% | 36% | 45% | 33% | 64% | 16% | | **Shape, Space & Measure** | 40% | 44% | 46% | 35% | 67% | 15% | | **Understanding the World** | **People & Communities** | 44% | 37% | 45% | 41% | 71% | 15% | | **The World** | 28% | 37% | 37% | 44% | 70% | 16% | | **Technology** | 28% | 63% | 33% | 67% | 74% | 19% | | **Expressive Art & Design** | **Exploring & Using Media & Materials** | 44% | 39% | 48% | 44% | 73% | 16% | | **Being Imaginative** | 36% | 37% | 46% | 46% | 73% | 15% |   Points of Note:   * EYPP achieved a higher level of attainment (% above) than whole school in Prime Areas. * EYPP pupils (% above) attained significantly higher than the National Expectation in all areas of the EYFS Curriculum apart from Literacy. * Literacy has the lowest number of children above age expected development. Overall (at and above) Reading is just 1% below National Expectation and 3% above whole school data.   Overall, writing is 18% above National Expectation and 5% above whole school. | | | |