

Early Years Pupil Premium (EYPP) Record for settings – 2017-18

Name of school/setting claiming EYPP: Pensans Primary School Nursery

Headteacher/owner/nominated person: Mrs Clay

Lead Early Years Practitioner: Mrs Smith

Contextual information:

Total number of children currently on roll in the EY setting	35			
Total number of two year olds currently receiving a free early education place	6			
Total number of three and four year old funded children currently on roll	29			
Total number of three and four year old children currently claiming Early Years Pupil Premium	10			
Total number of children in care currently receiving Early Years Pupil Premium funding	0			
Total number of children with SEND	3			
Total amount of Early Years Pupil Premium funding claimed per term	Summer 2017	Autumn 2017	Spring 2018	Summer 2018

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	£ 922.08	£ 1288.96	£	£
Total amount of Early Years Pupil Premium Funding spent per term	Summer 2017	Autumn 2017	Spring 2018	Summer 2018
		£1288.96	£	

Making a Difference – How Early Years Pupil Premium Funding is helping children’s achievement and “school readiness

Record of any further actions *(NB actions and the evaluation of their success should be linked to the SEF)*

Date of completion of this record: 1/12/17

Completed by: Helen Smith

Aim – what are we going to try to achieve?	Actions to be taken:	By whom?	By when?	How will we know this has been successfully completed?
65%+ Nursery children (2018 cohort) making better than expected progress	<ul style="list-style-type: none"> • Intervention – timely within continuous provision and facilitating play • Next steps – review/monitor • Use of S&L/Thrive Practitioner • Pupil Progress Mtgs • Track provision for PP • ECAT • Higher ratio 	<ul style="list-style-type: none"> • teacher • ta • Thrive Practitioner • S&L support 	<ul style="list-style-type: none"> • end of summer term 	<ul style="list-style-type: none"> • data targets achieved

What we have tried/are trying to achieve? (Eg; improve children's speaking and listening, support boys' achievement, help children improve their social skills)	What barriers did we try/are we trying to overcome? (Eg; parental engagement with the setting was limited, children's on entry listening skills were poor,)	How did we try/are we trying to remove these barriers? (Eg through staff training, resources purchased, additional staff hours to support children, family learning and parenting courses, improvements in the outdoor learning environment)	How did this help/is this helping children to make good progress? (what progress have they made relative to their starting points? How do you know? What evaluations have you carried out? Can you give examples?)	What actions need to be taken next in order to help children achieve well and become ready for school?
<p>Progress of PP inline or better than Non PP peers. PP children will make 4+ points progress</p> <p>Sharper half termly Pupil Progress meetings with FS teachers</p> <p>Progress of Boys inline or better than Girls. Boys will make 4+ points progress (CL a particular focus)</p> <p>Revise continuous provision plan and personal lines of development</p>	<p>Entry levels low for cohort 21% (25%PP) can ARE at Baseline</p> <p>Low in MFB - 100% (below ARE at Baseline. MFB will affect all areas of learning</p> <p>ECAT baseline 50% At risk in all four strands</p> <p>Leuvern Scales for 2-3yr olds Moderate or lower in both Well Being and Involvement</p> <p>Group Avg Thrive score 54% at Thinking (18mths-3yrs) All children were Developing or lower.</p>	<p>Two year provision, looking at setting up a toddler group, ECAT audit of staff and setting, ECAT training and development, Home visits, early intervention - children identified through Pupil progress meeting, assessments/referrals, involving parents in open day activities, Immersive learning, Thrive intervention groups with trained staff Supporting toilet training and providing HV support where necessary</p>	<p>LAST YEAR: 2016-17 Data levels show good improvement, good communication with parents, 100% attendance parent consultations, learning journeys, sp/lg on site therapist full time, Parent involvement on school trips,</p>	<p>Keep relationships going with parents, continue to develop nursery and 2 yr provision/toddler grp. meeting with outside nurseries and other agencies and senco. Open days for parents. APDR written for sen children, parents meeting/ reviews Ongoing Thrive sessions Implement TIS</p>

