

How do we spend this? What is the impact?

The Early Years Pupil Premium (EYPP) gives providers of early year's education extra funding to support disadvantaged 3- and 4-year-olds.

Providers will receive £302.10 for each eligible child who takes up the full 570 hours of state-funded early education they are entitled to.

At Bloomsbury we will use this additional funding to provide tailored interventions in response to identified needs.

We will focus on the Prime Areas of learning; ensuring children access additional support.

We will measure progress at termly intervals.



Autumn Term 2017 : 56%

37 children out of a total of 66 eligible to apply

Autumn 2018: 60%

53 out of 88 children eligible to apply

Autumn 2019: 74%

52 out of 70 children eligible to apply

74% of the cohort (national figure is 14% DFE National Statistics) as of October 19

Objectives:

Achievement of Pupils

- To continue to provide early targeted intervention for underperforming groups as identified through baseline assessment data, including those in receipt of PPG
- Analyse progress of focused intervention groups for children in receipt of Pupil Premium termly for the causes of under achievement and through the Appraisal process

Quality of Teaching



- To ensure never less than good / outstanding teaching ; this will include access to high quality relevant training and CPD
- Teaching Assistants are highly trained and understand and use ongoing Assessment Strategies

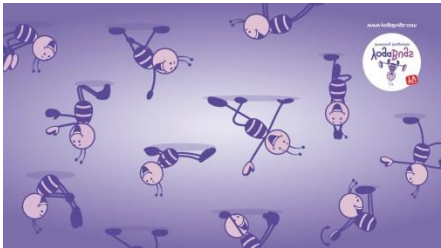

Leadership and Management

- Ensure high quality early intervention from experienced teaching staff
- Analyse progress of children in receipt of EYPP to determine and identify strategies / interventions to address any issues in performance
- Report to Governing Body
- Ensure Governing Body have full knowledge and awareness of allocation / spending / impact of actions

Main internal and external barriers:

- Vulnerable families and pupils with emotional and social needs
- High numbers of pupils with limited/no English
- Delayed language and vocabulary skills

Proposed Actions High Quality Early Years provision Parents & Family Focussed	Projected Impact What difference do you hope to achieve? How will you know? What evidence do you need to collect to show outcomes have been achieved?	Funding Allocation/Resources
Communication & Language Development		
<p>Makaton Training</p> <p>The very large majority of Children attending Bloomsbury have English as an Additional Language. We value such linguistic diversity and recognise dual language as a strength.</p> <p>Many Children join our Nursery with very little understanding and use of English. To support communication we use Makaton across the setting.</p> <p>We plan to provide additional training throughout the year to ensure all Staff are confident to use Makaton to support communication.</p> 	<p>To further develop vocabulary and clarity of speech To use Makaton signs as an effective means to communicate To narrow the gap in attainment For children to achieve developmental milestones where appropriate For children to be secure in their understanding and use of language</p>	<p>Whole centre Makaton training.</p> <p>November 20th 2019. Warwickshire Speech & Language Therapy Service.</p> <p>Additional Training for Makaton Leads from each Nursery Phase, Daisies, Bluebells and Sunflowers.</p> <p>Purchase further Makaton handbooks for educators & CD Licence for all computers.</p>
Communication & Language Development		
<p>Speech & Language Bespoke Training Wellcomm Training</p> <p>Attention & Listening Training</p> 	<p>Revisit training re language acquisition, communication, attention, listening and assessment.</p> <p>Educators will feel confident, inspired and able to accurately assess and plan purposeful interventions.</p> <p>Assessments completed to inform attainment, progress and possible language group interventions.</p>	<p>To include training to ensure all Educators feel confident to implement Wellcomm assessments</p> <p>Purchasing of necessary resources to support teaching and learning.</p> <p>Soundswell Speech & Therapy Solutions</p>

Physical Development/ Communication & Language		
Weekly Yoga Sessions for targeted Children 	What is YOGA and what are the benefits we hope our children may achieve? <ul style="list-style-type: none"> • Improved Concentration • Listening & Attention • Developing Vocabulary through Physical Literacy & Stories <p>Yoga is a series of postures, breathing exercises and relaxation techniques to ; improve concentration.co-ordination, balance and strength. improve self-confidence, with an opportunity to release any day to day anxieties, bring clarity and stillness through relaxation which improves memory, and enables all children to learn.</p>	<p>External Agency to provide weekly Yoga Intervention groups x 2 weekly (Yoga Bugs)</p>
Forest School Training & weekly Sessions for targeted Children 	Forest Schools is a method of education which is hugely succesful in accessing childrens imagination, social and independence skills. <p>A typical program will involve working with small, targeted, groups using a high adult to child ratio for a minimum of 12 weeks (1 term). X 2 afternoons per week. These groups may be selected for a number of reasons based on knowledge of the child and baseline data. Children learn in a purely kinaesthetic manner.</p>	<p>This includes ;</p> <ul style="list-style-type: none"> • x 2 Educators to access Level 3 Forest School training via Forest Schools Bham at • Resources to enable sessions to take place
Project Work	<p>Focusing on challenging and extending Communication & Language Development for our more able children.</p> <p>Weekly Adult Led activities through project work to focus on Communication, Language and Reading.</p>	Weekly teacher led phonic extension group (Spring Term)
All Children	<p>A substantial breakfast ensures all Children are ready to learn</p> <p>Daily Snack time providing a choice of breakfast cereals and a variety of fruit and healthy</p>	

	snacks
All Children	Access to high quality reading books that reflect cultural diversity and positive role models. Provision of 'Home Reading Bag' for each child.

Monitoring and Evaluation

- What difference has this funding made? How do we know? What has the impact of our actions been on pupil progress?
- Progress data analysed termly/annually for impact to determine success of strategies – linked to Appraisal process
- Governors monitor action planning / spending / impact at each FGB Performance
- Regular feedback to staff / governors / parents / children on impact of actions and of audits / reviews



Article 3: The best interests of the child must be a top priority in all actions concerning children.

