

Early Years Pupil Premium Action Plan 2021 -22

Children eligible for Pupil Premium (Baseline)

Forecast Yearly Income x Pupil premium eligibility £16,000



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 Tern 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

Autumn 20: 62%


Autumn 2021: 61%

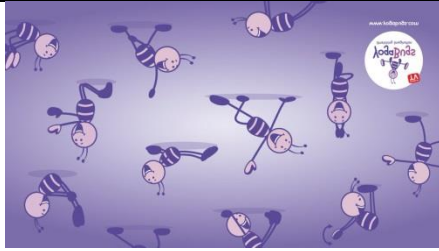
36 out of 59 children eligible to apply

62% of the cohort (national figure is 14% DFE National Statistics) as of October 21

Main internal and external barriers:

- High numbers of pupils with limited/no English
- High mobility and temporary housing, often overcrowded with no gardens
- Delayed language and vocabulary skills
- Children living in an area of high deprivation

<p>Proposed Actions High Quality Early Years provision Parents & Family Focussed</p>	<p>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?</p>	<p>Funding Allocation/Resources</p>
Communication & Language Development		
<p>Speech & Language Bespoke Training Wellcomm Training</p> <p>Attention & Listening Training</p> 	<p>To purchase specialist support from a Speech & Language Therapist, who will work in partnership with the DHT/SENDco to ensure all children access a high quality , language rich curriculum.</p> <p>Educators will feel confident, inspired and able to accurately assess and plan purposeful interventions for all children.</p> <p>WellComm screening will be 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 x 6 days, 1 full day each half term, to work alongside the SENDco.</p>
Physical Development/ Communication & Language		
<p>Weekly Yoga Sessions for targeted Children</p>	<p>To purchase weekly specialist yoga classes to encourage;</p> <ul style="list-style-type: none"> • Improved Concentration • Listening & Attention • Developing Vocabulary through Physical Literacy & Stories 	<p>External Agency to provide weekly Yoga Intervention groups x 2 weekly (Yoga Bugs)</p> <p>All children in the Sunflowers classrooms will access Yoga on a weekly basis.</p>



Yoga is a series of postures, breathing exercises and relaxation techniques to improve concentration, co-ordination, balance and strength. Yoga also encourages children to improve self-confidence, with an opportunity to release any day to day anxieties through relaxation, which improves memory, and enables all children to learn, as well as supporting children's well-being. This is particularly important to our setting as we move forward following lockdown.

Forest School Training & weekly Sessions for targeted Children



Forest Schools is a method of education which is hugely successful in accessing children's imagination, social and independence skills.

Children learn in a purely kinaesthetic manner.

We intend for this learning opportunity to provide an alternative experience, outdoors in a calmer, natural learning environment.

Learning outdoors, in a small group within our Forest School, will provide opportunities for children to develop their listening and attention skills, within a calm environment. The sessions will be led by a practitioner from Forest Schools Bham, with support from a keyworker.

This includes ;

- x 1 additional Educator to access Level 3 Forest School training via Forest Schools Bham at £700 per Educator
- Cover costs to release educator
- Resources to enable sessions to take place
- Forest School specialist teacher to attend nursery school x 1 day each week, to work alongside educators at nursery school, modelling good practice.

Project Work

Focusing on challenging and extending Communication & Language Development for our more able children. Weekly Adult Led activities through project work to focus on Communication, Language and Reading.

TA cover to enable targeted intervention group
Weekly teacher led phonic extension group (Spring Term)

All Children

A substantial breakfast ensures all Children are ready to learn
 Daily Snack time providing a choice of breakfast cereals and a variety of fruit and healthy snacks for all children across the setting

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?
- Pupil progress 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.

