Shenley Fields Early Years Pupil Premium

**

Daycare and Nursery School

**Love, Laugh, Learn**

2019 - 2020

Early Years Pupil Premium is additional funding for publicly funded schools to raise the attainment of pupils.

At Shenley Fields, we prioritise Communication and Language development as one of the key areas to reduce the primary barriers to children’s educational achievement.

Our data from our autumn assessment informs us that children’s attainment in technology is lower than for the other aspects of learning

We have used our pupil premium funding to further enhance our curriculum to support the acquisition of skills in these areas.

**Our aims:**

* To raise the attainment and progress of children who meet the criteria for pupil premium funding to ensure that their development is in line with their non-eligible peers.
* To enhance communication, language, literacy, mathematical and ICT skills of our children.

In the 2019-2020 academic year, we expect to receive £11,392. We have used this funding to secure the input of a speech and language therapist

**Speech and Language Therapy:**

* We have Vicky, a therapist from the NHS Traded Service who works with us for one day very week.
* She assesses the children and groups them according to the input required.
* She plans activities to promote the development of speech, language and communication skills.
* A member of our staff team works alongside Vicky so that she can implement the strategies required to develop children’s skills on a daily basis.
* Parent workshops have been offered to promote the acquisition of speech, language and communication skills.
* Vicky has delivered staff training to the whole team which focussed on universal strategies to develop speech, language and communication (see training powerpoint)
* Vicky contributes to statutory processes as appropriate.
* Children will use Makaton symbols and visual prompts to link sound and movement.

**ICT:**

* We will review our planning and delivery of specific ICT activities.
* We will audit our existing provision for ICT in all areas of continuous provision an action plan accordingly.
* We will purchase resources in response to our audit to ensure that we are maximising opportunities to further enhance skills and development in ICT.
* The impact of these actions should be evidenced in our spring assessment data.

**Impact:**

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| --- | --- | --- | --- |
| **Communication and Language** | | EYPP | Non EYPP |
| Baseline Assessment (Sep 19) | Working below age related expectation. | **58%** | **50%** |
| Working at or above age related expectation. | **42%** | **50%** |
|  | Gap between EYPP and Non EYPP | There are 8% more non EYPP children working at expectation | |
| Autumn Assessment (Nov 19 ) | Working below age related expectation. | **54%** | **39%** |
| Working at or above age related expectation. | **46%** | **61%** |
|  | Gap between EYPP and Non EYPP | There are 15% more non EYPP children working at expectation | |
| Mid Point Assessment (July 20) | Working below age related expectation. | **LOCKDOWN**  **BEGAN** | **CHILDREN NOT IN SCHOOL** |
| Working at or above age related expectation. |  |  |
|  | Gap between EYPP and Non EYPP |  |  |
| End Point Assessment (July 20) | Working below age related expectation. |  |  |
|  | Working at or above age related expectation. |  |  |
|  | Gap between EYPP and Non EYPP |  | |

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| **Technology** | | EYPP | Non EYPP |
| Baseline Assessment (Sep 19) | Working below age related expectation. | **64%** | **61%** |
| Working at or above age related expectation. | **36%** | **39%** |
|  | Gap between EYPP and Non EYPP | There are 3% more non EYPP children working at expectation | |
| Autumn Assessment (Nov 19 ) | Working below age related expectation. | **58%** | **50%** |
| Working at or above age related expectation. | **42%** | **50%** |
|  | Gap between EYPP and Non EYPP | There are 8% more non EYPP children working at expectation | |
| Mid Point Assessment (July 20) | Working below age related expectation. |  |  |
| Working at or above age related expectation. |  |  |
|  | Gap between EYPP and Non EYPP |  |  |
| End Point Assessment (July 20) | Working below age related expectation. |  |  |
|  | Working at or above age related expectation. |  |  |
|  | Gap between EYPP and Non EYPP |  | |