

Early Years Pupil Premium

12 children are in receipt of pupil premium funding. This is 34% of the nursery class, there may be more children identified in January and April.

In the financial year 2018 – 2019 year we will receive approximately £3,600 in EYPP funding.

Our objectives are to raise attainment for those children in receipt of the EYPP and to diminish any differences between themselves and their peers. We are committed to ensuring that all our children regardless of their background or disadvantage achieve their potential. We recognise that not all children who may be eligible for the EYPP are disadvantaged and equally recognise that those who are not eligible may also have some barriers to learning.

Using the EYPP:

- We ensure all staff are aware of which children are in receipt of the EYPP.
- We ensure that children's progress is monitored and tracked carefully
- We set high expectations for all children
- We recognise that early intervention is the key to ensuring that children are given the opportunities to catch up and keep up
- We recognise the development of the whole child, valuing the importance of wellbeing and involvement and the need for emotional and social support and care as an integral part of our role

Main barriers to learning:

- Low baseline in speaking and listening
- Low baseline in fine and gross motor skills
- Some of the children also have identified SEND needs
- Some of the children have poor attendance or punctuality
- Some children have limited support in the home environment particularly with PSED skills

Strategies:

We believe in early intervention in order to diminish any potential differences between disadvantaged children and their peers as soon as possible. It is essential that we begin to address their speech and language needs as well as poor physical development in order to establish a good basis in the prime areas of learning. This will be done by:

- Whole school focus on developing communication and language skills
- Whole school focus on maintaining and improving quality first teaching
- Daily interventions focused on children's specific needs
- Create opportunities to engage parents and carers in school activities with their children