

## Early Years Pupil Premium Outcomes 16-17

Aim - Support language development through increased opportunities for adult:child interactions

EYPP Spend

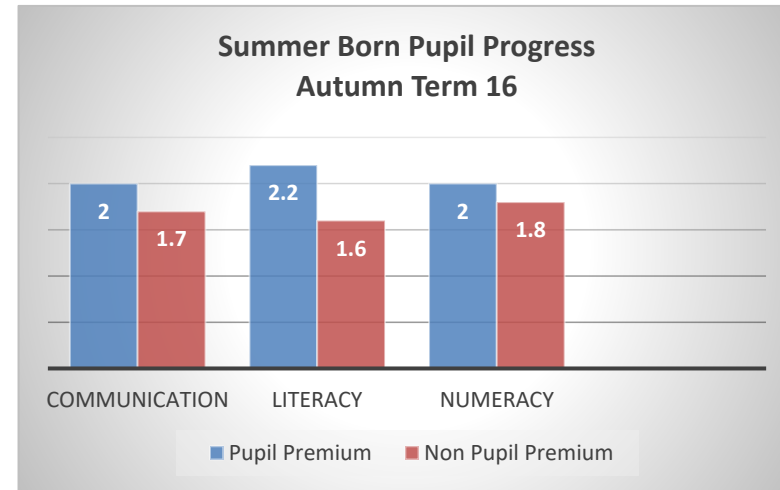
£2,070

Actions - Enhance staffing ratio to increase levels of adult/child interaction particularly supporting summer born children to develop communication, literacy and numeracy skills

Funding was used to provide additional staffing to reduce the staff:pupil ratio therefore allowing additional time for key workers to support individual pupils.

For some pupils this involved adults spending more time building relationships with pupils, increasing their confidence and independence skills. For other pupils additional support included targeting the development of communication skills as adults were able to spend more time talking to pupils and modelling language.

At the end of the Autumn term, summer born EYPP pupils made, on average more progress than Non EYPP pupils in communication, literacy and numeracy therefore narrowing the gap.



Aim - Specialist support to enable early assessment of development needs and next steps for children at risk of delay due to additional needs and language delay

EYPP Spend

£1,320

Actions - Specialist staff to undertake assessment to support early identification of additional needs and to deliver targeted support

Funding was used to cover the costs of specialist staff who undertook intensive assessments of identified pupils. As a result of these assessments support plans were developed which accurately reflected children's next steps and the intervention strategies need to enable each child to overcome barriers to learning including referrals to specialist support teams. Targeted programs of language support were provided using the speech screening tool to initially assess children at risk of delay.

As a result targeted pupils achieve significant progress with some of those identified making 6 steps of progress across all curriculum areas.

**Aim - Develop children's story telling skills and use of creative and imaginative language**

**EYPP Spend**

**£2,700**

**Actions - Artist led storytelling and drama workshops weekly during Spring term.**

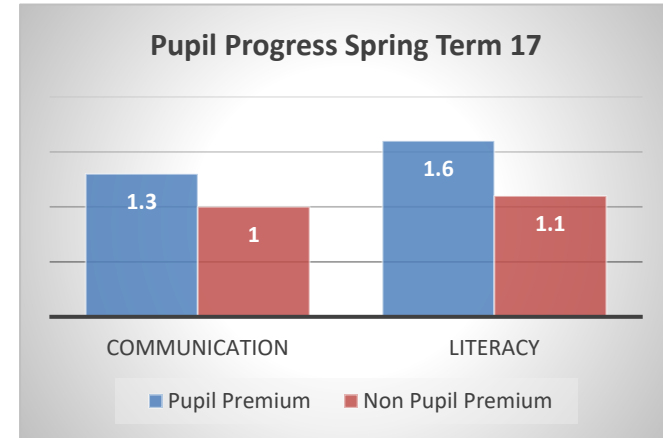
During the Spring term Artist delivered story telling workshops, brought stories to life through drama. These activities built on children's natural curiosity and interest in stories and supported children to develop a further love of books and stories. The use of oral storytelling, enhanced with props to bring stories alive and build children's engagement and interest, supported pupils to build a bank of narrative patterns and language of stories that they were encouraged to use in their own storytelling. The workshops involved a listen – join in – retell approach encouraging children to communicate their own ideas, building their language skills, confidence and vocabulary. Key workers targeted identified pupils to encourage and reinforce these skills.

The benefit of developing oracy skills and the language of storytelling provided children with the foundation skills required to transition from storytelling to writing therefore improving their school readiness.

**Key skills developed: building blocks of narrative stories – beginning to understand stories have characters and settings**

**Wider range of vocabulary and story language including connectives such as once upon a time, one day, finally...**

**Sentence flow and language patterns including repetition of key phrases**



**At the end of the Spring term, EYPP pupils made, on average more progress in communication and literacy than Non EYPP pupils therefore narrowing the gap.**

**Aim - REAL project engaging parents in children's learning**

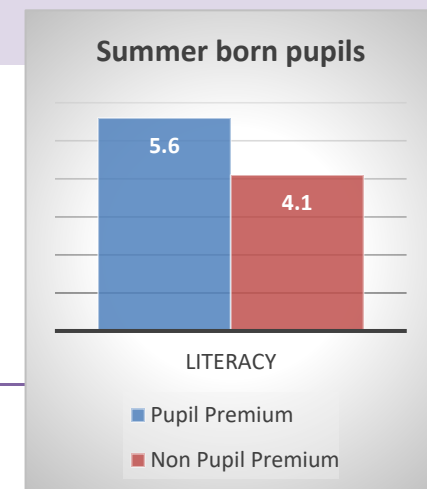
**EYPP Spend**

**£1,080**

**Actions - Program of literacy workshops, library visits home visits involving parents and pupils.**

The 'Raising Early Achievement in Literacy' project aimed to build parents confidence and understanding of how to support their children to develop their literacy skills. This included giving families ideas on how to give their children a love of books and storytelling, the enjoyment of playing with language and rhyme and making up stories and encouraging children to draw, mark make and being to write. Families who participated in the project visited the library for story time sessions, completed stay and play sessions at nursery and participated in a mark making workshop with the schools artist in residence.

Parents who participated in the project reported an increased awareness of the importance of stories, rhymes and mark making for developing their child's future literacy skills and all reported increasing the literacy based



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activities that they completed at home with their child.

Summer born children eligible for pupil premium who attended the project made more steps of progress in literacy than the average steps of progress made by non-pupil premium children.

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