

EYPP Allocation

Focus for spending	Which of the eligible children will it benefit?	Actions	Funding allocation	Projected impact	Monitoring of impact
Training	All pupils	Engage in all LA training sessions Moderation events SLE to moderate baselines Visit other outstanding schools Pyramid network meetings EKLAN (communication friendly school) LEGO therapy Nursery teacher Middle leadership course (maths focus) Lesson Study team Delivery of Time to Talk Programme	£500	Engage pupil in reading for pleasure Increased staff confidence in making judgements Improved communication and language skills A maths rich learning environment Development of mastery	Progress in reading Pupils love for reading in school Reading records monitoring Accelerated Progress/outcomes in C&I Accelerated progress in maths to close the gap from baselines
Quality improvement including CPD					
Developing the home environment	All pupils, targeted support for EYPP pupils	Transition meeting Phonics keyrings Classroom lending library Focussed workshops Maths, phonics, work packs Additional time with parents and keyworkers Engagement in the	£	Improved Parent attendance at key events Parental engagement Parent confidence in support pupils at home Improved partnerships Parents contributing to children's assessment	Attendance figures for key events Parents views and opinions Quality/completion of homework Parent contributions to assessing pupils progress through observation sheets
Specific curriculum knowledge e.g. early language or mathematical development					

		Roots of Empathy Programme			
Widening life experiences for the children and family			£100		Pupil progress Pupil confidence
Subsidised school trips		Wider opportunities to attend and extended curriculum		Pupil's health and wellbeing	
Free breakfast club/after school extra-curricular activities		Offer subsidised places/fully funded		Opportunities for pupils to pursue and develop own interests Improved attendance	Attendance monitoring
Further development of outdoor learning space	All pupils	Large scale play equipment (boat) Reading den Outdoor Art area	£200	Pupil engagement in curriculum Improved Characteristics of learning	Feedback from pupils/parents Improved outcomes in physical development Narrowing of the gender gap
Engaging curriculum	All pupils	Investment in ICT equipment	£500	Pupils are engaged in curriculum through use of ICT	Pupil's confidence to use ICT to support and develop learning independently
Improve behaviour through Self-regulation strategies		Engagement in Roots of Empathy programme	£500	Improved behaviour Improved collaboration amongst pupils	Behaviour records and incidents Lesson observation Improved PSED outcomes

Spending focus	Impact and how it was measured	Future developments
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<p>EEF research shows that initiatives in Communication and Language approaches have high impact for low cost, based on extensive research evidence. (+6months) All of our approaches have the opportunities to develop C&L across the curriculum in school and at home.</p> <p>See https://educationendowmentfoundation.org.uk/resources/early-years-toolkit/</p> <p>Communication and language approaches emphasise the importance of spoken language and verbal interaction. They are based on the idea that children’s language development benefits from approaches that explicitly support talking, verbal expression, modelling language and reasoning. Communication and language approaches used in the early years include reading aloud and discussing books with young children, explicitly extending children’s spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds. Approaches usually involve an early years professional, nursery teacher or teaching assistant, who has been trained in the approach, working with a small group of children or individually to develop spoken language skills.</p> <p>Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year.</p>	<p>All pupils to make accelerated progress from their starting points, a minimum of 4 sub-band levels.</p>	<p>Continue to work on questioning skills and opportunities to develop S&I</p>
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