

## Early Years Pupil Premium (EYPP) 2020 – 2021 Outcomes

From April 2015 the Department of Education introduced the Early Years Pupil Premium (EYPP).

The aim of the EYPP is to close the gap between children from disadvantaged backgrounds and their peers by providing funding to early years providers to help them raise the quality of their provision. It will complement the Government-funded early education entitlement by providing nurseries, schools and other providers with up to an additional £302 a year for each eligible child.

### Ofsted Pupil Premium Reporting – Advice from DfE

*'We understand that evaluating the pupil premium's impact in the 19/20 academic year will present difficulties after the school closures to all but a small number of pupils. Instead, schools may wish to monitor and report on the grant's impact at the end of the current financial year - covering the whole period since September 2019 but giving most detail about its use and impact from September 2020 to March 2021.'*

| Term             | No of children eligible for EYPP | Percentage of school roll | Actual funding received |  | Breakdown of expenditure | Totals    |
|------------------|----------------------------------|---------------------------|-------------------------|--|--------------------------|-----------|
| Carried forward  |                                  |                           | £328.45                 |  | Activities               | £1,659.91 |
| Autumn Term 2020 | 15                               | 12%                       | £1,588.41               |  | Resources                | 1,942.81  |
| Spring Term 2021 | 21                               | 17%                       | £1,801.47               |  | Professional Development | -         |
| Summer Term 2021 | 24                               | 19%                       | £2,683.92               |  | Staffing                 | 1,543.40  |
|                  |                                  |                           |                         |  | Child Hours Funded       | 1,284.00  |
| <b>Totals</b>    |                                  |                           | £6,418.15               |  | <b>Totals</b>            | 6,430.12  |

## Allocation of / Potential Allocation of Early Years Pupil Premium (EYPP) 2020 – 2021

| Spending Focus   | Overview of Activities and Support  | Targeted Children   | Links to Research (Education Endowment Foundation, Early Years Toolkit)  | Budget Allocation  | Outcomes   |
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| Class teachers, EYPP staff /Classroom staff member/s to: | <ul style="list-style-type: none"> <li>Identify learning gaps and put high impact strategies in place to address them.</li> <li>Support children’s well-being in general plus, following being at home during lockdown and / or being at home during the year due to COVID-19</li> <li>Work with the children on a regular basis:                             <ul style="list-style-type: none"> <li>In small groups</li> <li>Individually</li> </ul> </li> </ul>                 | All children eligible for EYPP                                | <ul style="list-style-type: none"> <li>Self-regulation strategies +5 months</li> <li>Communication &amp; language approaches +6 months</li> <li>Early numeracy approaches +6 months</li> <li>Early literacy approaches +4 months</li> </ul>  | EYPP Staffing budget                                     | <p>EYPP children are supported to improved well-being and improved learning outcomes. Recorded through use of Leuven Scales and assessment recorded on Target Tracker and through SEN Support.</p> <p>67% or more of the mainstream children were achieving age related expectations or beyond in all aspects of learning by the end of the summer term.</p> <p>All children have made progress from their individual starting points in September 2020.</p> <p>Children on a mainstream place have made at least 4 steps of progress in all areas of learning.</p>  |
|  | <ul style="list-style-type: none"> <li>Release the child’s Key Person to work with the child, i.e. to go on local walks (if possible due to COVID-19), sessions in the Sensory room etc.</li> </ul>   | EYPP children with SEN  |  |  |  |
| Home Learning / Parental Engagement                      | <ul style="list-style-type: none"> <li>Resources produced to support Home Learning – this included staff videoing stories / rhymes / activities at school / home for families to interact with at home</li> <li>Packs of resources posted on the child’s Tapestry online portal and delivered or mailed to families</li> <li>Key Person / Class teacher / Inclusion Manager supports parent/child through telephone calls / ‘Teams’ meetings / Tapestry online contact</li> </ul> | All children eligible for EYPP at home due to COVID-19 issues | <ul style="list-style-type: none"> <li>Parental engagement +4 months</li> <li>Early literacy approaches +4 months</li> <li>Communication and language approaches +6 months</li> <li>Early numeracy approaches + 6 months</li> <li>Physical Development approaches + 3months</li> </ul> | <p>EYPP Staffing budget</p> <p>EYPP Resources budget</p> | <p>Although we were been open to all children throughout this academic year some parents chose to keep their children at home or have had to self-isolate due to COVID-19. When a child was at home due to COVID-19 they were provided with the resources they needed to deliver the activities suggested for home learning. This helped develop a greater parental understanding of the importance of their involvement in their children’s learning and development and how to be involved.</p> <p>2 children eligible for EYPP were kept at home due to COVID-19 at some point during the Autumn Term2020</p> |

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|  |   |   |   |                                   | <p>9 children eligible for EYPP were kept at home due to COVID-19 at some point during the Spring Term 2021</p> <p>9 children eligible for EYPP were kept at home due to COVID-19 at some point during the Summer Term 2021</p> <p>These families were contacted whilst their children were at home on a regular basis (daily, weekly) through telephone or Tapestry. Home learning was provided for each session that they were at home.</p>   |
|  | <ul style="list-style-type: none"> <li>‘Doorstep to Digital – Peterborough Reads’.<br/>A project through the National Literacy Trust promoting books and reading. They provide books and online activities for parents and their children. The Books and online sessions were provided free to families.</li> </ul>                                     | All children  |   |                                   | <p>Project started at February half term (15.02.21) ended 31<sup>st</sup> March 2021. Parents were informed of the project and invited to attend the online sessions including:</p> <ul style="list-style-type: none"> <li>Arts and crafts session led by an author/illustrator</li> <li>World Book Day</li> <li>Story and crafts session</li> <li>Story sessions by an Author</li> </ul> <p>School collected the packs of books and resources and gave / delivered / posted them out to parents.</p> |
|  | <ul style="list-style-type: none"> <li>Core Story books- Each class has a Core Story which they re visit regularly. We will purchase a copy of the core story for each child eligible for EYPP to have at home.</li> </ul>  | Children eligible for EYPP                                    | <ul style="list-style-type: none"> <li>Parental engagement +4 months</li> <li>Early literacy approaches +4 months</li> <li>Communication and language approaches +6 months</li> </ul> | EYPP Resources budget             | <p>This started Summer term 2021</p> <p><u>Summer 1</u><br/>BB: Superworm x 7<br/>BF: Squash and a squeeze x 13<br/>LB: The Very Hungry Caterpillar x 4</p> <p><u>Summer 2</u><br/>BB: The pirates are coming x 7<br/>BF: The Wheels on the Bus x 13<br/>LB: Chuffa Chuffa Choo Choo x 4</p>  |
|  | <ul style="list-style-type: none"> <li>‘Great Explorers’ parent/child group (online sessions) implemented to engage parental involvement in their children’s development and learning. <ul style="list-style-type: none"> <li>7 week parent / child story / activity workshops developing parental knowledge &amp; confidence to</li> </ul> </li> </ul> | Open to all families but families with children with EYPP are | <ul style="list-style-type: none"> <li>Parental engagement +4 months</li> <li>Early literacy approaches +4 months</li> <li>Communication and language approaches +6 months</li> </ul> | EYPP Staffing / Resources budgets | <p>Greater parental understanding of the importance of their involvement in their children’s learning and development and how to be involved. More parents to engage with their children.</p> <p>Greater parental involvement in reading to their children and instilling a love of books</p>   |

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|  | support their child's language development.   | personally invited         | <ul style="list-style-type: none"> <li>• Early numeracy approaches + 6 months</li> </ul>  |                         |  |
| <b>Child Hours Funded</b>  | <ul style="list-style-type: none"> <li>• Child A – received one extra session per week</li> <li>• Child B – received 2 extra sessions per week</li> <li>• Child C – received one extra session per week</li> <li>• Child D – received one extra session per week</li> </ul>   | Children eligible for EYPP | <ul style="list-style-type: none"> <li>• Extra Hours + 3 months</li> </ul>  | EYPP Child Hours Funded | <p>This improved the attendance of the children involved and their outcomes</p> <p><u>Child A</u> - attendance prior to the extra session was 50%, following the extra session was 88% an increase of 38%</p> <p><u>Child B</u> - attendance prior to extra sessions was 88%, attendance following the extra sessions was 100% an increase of 12%</p> <p><u>Child C</u> – attendance prior to extra session 76%, following extra sessions increased to 89%</p> <p><u>Child D</u> –attendance remained high – 96%</p> <p>OUTCOMES –</p> <p><u>Child A</u> – Working above or significantly above in all areas of learning by the end of the year</p> <p><u>Child B</u> – Over their 2 years at Caverstede they have made expected or above expected progress in 13/17 aspects of learning</p> <p><u>Child C</u> – Made expected or well above expected progress in 14/17 aspects of learning</p> <p><u>Child D</u> – Working above or significantly above in all areas of learning by the end of the year</p> |
| <b>Widening Life Experiences</b><br><br><b>Developing Cultural Capital</b> | <ul style="list-style-type: none"> <li>• 'Become a Library Explorer' scheme introduced to encourage all children within the school to use our School Library regularly with their parents/ carers. Each child in the school to receive their own book at the end of the Autumn, Spring and Summer terms.</li> </ul> | All children               | <ul style="list-style-type: none"> <li>• Parental engagement +4 months</li> <li>• Early literacy approaches +4 months</li> <li>• Communication and language approaches +6 months</li> <li>• Early numeracy approaches + 6 months</li> <li>• Self-regulation strategies +5 months</li> </ul> | EYPP Resources budget   | <p>Children were given the opportunity to look at a range of books (fiction and non-fiction) with their parents / carers.</p> <p>Each child received books to keep.</p> <p><b>Autumn term</b> 75 children regularly accessed the Library of which 9 were EYPP.</p> <p><b>Spring term</b> 79 children regularly accessed the Library. Regarding the Children with EYPP 12 accessed the Library of which 10 were regular users.</p> <p><b>Summer term</b> 81 children regularly accessed the Library of which 11 were EYPP.</p> <p>Outcomes</p> <p><b>Mainstream EYPP children achievement at the end of the year:</b></p> <p><b>30-50 months</b></p>  |

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|  |  |                                      |   |                        | <p>100% look at books independently (30-50 months)</p> <p>100% Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>89% Beginning to be aware of the way stories are structured</p> <p>78% Suggests how a story might end.</p> <p>100% Listen to stories with increasing attention and recall</p> <p>78% Describe main story settings, events and principal characters</p> <p>78% Show interest and print in books and print in the environment</p> <p>100% Look at books independently</p> <p>100% Handle books carefully</p> <p>100% Hold books the correct way up and turn pages.</p> <p>89% Know that print carries meaning and, in English, is read from left to right and top to bottom</p> <p><b>40-60 months</b></p> <p>78% Enjoys an increasing range of books</p> <p>67% Knows that information can be retrieved from books and computers</p> |
|  | <ul style="list-style-type: none"> <li>Extra books given to children for holiday period</li> </ul>         | Children eligible for EYPP           |   |                        | <p>More quality, age appropriate books provided into the homes of children, encouraging parents to read to their children.</p> <p>Children eligible for EYPP received a minimum of two pictures books each just before the Easter holiday period.</p> <p>See outcomes above</p>  |
|  | <ul style="list-style-type: none"> <li>Resources for children with SEND at home due to Covid-19</li> </ul> | Children eligible for EYPP with SEND |   |                        | <p>Specific resources were purchased to use with children with SEND who are eligible for EYPP. Posted / delivered to families not accessing school due to COVID-19</p>   |
|  | <ul style="list-style-type: none"> <li>Visit by author / illustrator during World Book week</li> </ul>     | All Children                         | <ul style="list-style-type: none"> <li>Communication &amp; language approaches +6 months</li> </ul> | EYPP Activities & EYPP | <p>Due to Lockdown this visit was unable to take place during World Book week. It was rebooked for 19<sup>th</sup> May 2021. The visit took place, the author worked with each class over the day</p>  |

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|                                      | <ul style="list-style-type: none"> <li>Visit by artist to create artwork with all the children for the Woodland Garden</li> </ul>             | All children   | <ul style="list-style-type: none"> <li>Early literacy approaches +4 months</li> <li>Physical Development approaches + 3months</li> </ul>  | Resources budgets     | This took place in summer 2, allowing the children to take part in a new experience enabling them to experience and gain an extended vocabulary<br>See outcomes above   |
| <b>Transition (Summer Term 2021)</b> | <ul style="list-style-type: none"> <li>Staff supported transition visits to children's new schools if available this academic year</li> </ul> | Specific children eligible for EYPP with SEN               | <ul style="list-style-type: none"> <li>Communication &amp; language approaches +6 months</li> <li>Early literacy approaches +4 months</li> <li>Parental engagement +4 months</li> <li>Social &amp; emotional learning strategies +3 months</li> </ul> | EYPP Resources budget | This was not required this year   |
|                                      | <ul style="list-style-type: none"> <li>Transition pack for all children / parents</li> </ul>  | All children eligible for EYPP who are moving to reception |   |                       | All children received a 'Transition pack' in Summer 2 to support their transition to their new school. The pack includes a picture book and support booklets for parents/carers. The picture book is specifically related to 'Starting school'. Children with high level SEND received resources specific to their individual needs |
|                                      | <ul style="list-style-type: none"> <li>Summer holiday reading pack</li> </ul>   | All children eligible for EYPP who remain at Caverstede    |   |                       | All EYPP children who are remaining at Caverstede received a bag of books. The bag will include fiction and non-fiction picture books. Children with high level SEND received books specific to their individual needs  |