



Nine Acres Primary: EYFS Pupil Premium funding report (2018-19)

Overview of pupil premium funding allocation across the whole school:

Whole school Aims:	
Accelerate progress of those children who display/ exhibit delay in order to Close the Attainment Gap with Non- Pupil Premium Children	
Focus on Learning: Direct Impact on Standards	43% of Actual Income
Focus on Learning: Developing Teaching Practice	26% of Actual Income
Focus on Social, Emotional, Mental Health Development	21% of Actual Income
Focus on Enrichment in/ beyond Curriculum	6% of Actual Income
Focus on support for families/ community	2% of Actual Income

Number of Pupil Premium children in EYFS = 17 (11 boys/ 6 girl)

Evidence of Pupil Premium aims within EYFS

FOCUS:	<u>Evidence within EYFS</u>	<u>Outcome</u>
Focus on Learning: Direct Impact on Standards	Cover for adults released to target possible disadvantaged children in new in take to focus on vocabulary and communication skills prior to starting the academic year.	Impact on initial assessment. Children vocabulary and communication starting points will be higher reducing the gap.
	Cover teachers within summer term to release adults to meet with nurseries/ key workers - additional visits for disadvantaged children identified.	Identification of disadvantaged children and individual learning needs prior to school year commencing allowing for early interventions where needed.
	Early intervention programmes: <ul style="list-style-type: none"> • Balance ability • Read/Write Inc. • Funky fingers • Language links • Number intervention • Social interaction 	Early gaps identified for EYFS disadvantaged children and addressed to begin diminishing the difference between disadvantaged children starting points and non-disadvantaged starting points.
	Weekly planning meetings: LSA's paid to additional to stay and attend meetings	Disadvantaged/ Vulnerable children are a focus- Discussions lead to the following week's groups which all have starting points and next steps identified in order to ensure progress.
	Target cards (implemented Summer 1)	Implementation of target cards for identified pupils to extend learning and develop pupils in engaging in their own learning so they take responsibility and challenge them to achieve their next steps. Monitored by PP leader
Learning: Developing teaching	Agreement trialling: EYFS	Opportunity to share an understanding of observation judgments within EYFS with other EYFS practitioners across the local authority. Development teaching assessments which will increase accuracy and speed on identifying individual needs and next steps for disadvantaged pupils in order for them to make rapid progress.

	Pupil Premium leader coaching CH	Coaching CH to develop use of target cards within EYFS – developing EYFS appropriate targets which encourage challenge for disadvantaged children.
	EYFS disadvantaged training (Hampshire) Narrowing the Gap at EYFS	Professional development training to help identify strategies and next steps for individual children to improve rapid progress within EYFS
	CPD visit: Parklands primary	Identifying further opportunities to develop EYFS provision to use new/ shared strategies to diminish the difference.
	EY project can we talk	Developing skills to have impact of rapid progress on speech development for EY pupils
Focus on Social, Emotional, Mental Health Developments	Social interaction group led by LSA during lunchtime.	Disadvantaged children identified and given opportunity to develop social skills that may not
Focus on Enrichment in/ Beyond Curriculum	Different experiences for children – <ul style="list-style-type: none"> • Library visits • Educational visitors e.g. police • Resources to engage children e.g. gingerbread man/ dinosaurs 	Developing opportunities for disadvantaged children to be exposed to additional learning aspects within the school day which they may not have the option of at home.
Focus on support for families/ Community	Parent workshops: <ul style="list-style-type: none"> • Letters and sounds • Early writing workshop • Christmas craft workshop 	Developing understanding with families of targeted families of how they can support children’s learning at home to help diminish the difference in key areas of learning.
	Invite into class to share learning	Building relationship with disadvantaged families with an ‘open door policy’ in morning. This develops parent communications and opportunities to share children’s learning.
	KH (Family support officer) to support families identified	KH to begin making connections with families with children within EYFS to ensure good communication links with the school in order to support disadvantaged children throughout their time at Nine Acres.