

EYPP Report and Action Plan 2017-18

EYPP Received:

| | Autumn 2017 | Spring 2018 | Summer 2018 |
|---|-------------------|-------------|-------------|
| Number of children 3-4 years olds at Tanglewood | 126 | 153 | 156 |
| Number eligible for EYPP | 23 | 27 | 33 |
| PPG received per pupil | 111.30 | 87.45 | 119.25 |
| Total amount received | 2, 559.90 | 2, 361.15 | 3, 935.25 |
| Total amount received for 2017-18 | £8, 856.30 | | |

Target 2017-18: (School Improvement Plan 2017-18 Key Priority 3c)

- 90% of EYPP children will make at least good progress in the prime areas of learning (Personal, Social and Emotional Development, Communication and Language and Physical Development).
- 80% of EYPP children will make at least good progress in the specific areas of learning (Literacy, Maths, Understanding the World and Expressive Arts and Design).

Planned expenditure for EYPP:

Employment of an additional LSA for 3 days per week to work across the nursery:

- Developing trusting relationships with the children so they are ready to learn
- Supporting classroom staff to raise children's level of well-being
- Encouraging and joining children in their play to boost self-esteem

- Supporting communication in play
- Promoting social skills such as sharing and turn-taking
- Developing interactions to encourage sustained shared thinking and growth mind sets
- Leading a social skills group on a rolling programme exploring and understanding emotions and problem-solving
- Providing enhanced transitions to primary when needed

EYPP ACTION PLAN

| Desired Outcome | Planned actions | What is the evidence/ Rationale for this? | How will you ensure it is implemented well? | Completed? AUTUMN SPRING SUMMER |
|--------------------------------|--|--|--|---|
| Improved take-up of EYPP | <ul style="list-style-type: none"> • Check eligibility and support parents to apply if eligible • New posters and eligibility criteria list in classes • Admissions form altered to include question around eligibility • Repeat with new parents • Review nursery process for applying | Some families not in receipt of EYPP | RH - Check beginning of each term | Y – 36 applications, 23 successful Y – green sheets Y – 1 st Dec Y Y - Meeting 27 th June Finance Manager |
| Improved attendance at nursery | <ul style="list-style-type: none"> • Identify children with attendance lower than 85% • Send letter to all parents of EYPP children emphasising importance of good attendance • Teachers to discuss with parents at settling-in review and give regular positive feedback at collection | 16% of EYPP children have sporadic attendance – families may need support to get children here to fully benefit. | Classroom staff report concerns promptly to RH and chase Half-termly attendance % - RH to check and record on chart | Y Y - ongoing Y – ongoing |

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| | <ul style="list-style-type: none"> Office to chase attendance following one day's absence Parents to be encouraged to attend Come and Play days and EYPP parent coffee mornings/afternoon (option of one-to-one meeting in autumn term if preferred) SLT – Attendance Awareness in newsletter Review attendance and consider further action Office staff to call on <i>first</i> day of absence Review of attendance | | RH to monitor Parental attendance at Come and Plays – termly | <p>Y – attended by 9 parents – low uptake but good feedback.</p> <p>Y – Oct 2017 and ongoing Y</p> <p>Y – procedure well-embedded</p> |
| All EYPP children will have high Levels of Engagement and Well-Being | <ul style="list-style-type: none"> Key staff and EYPP LSA to build positive relationships and trust with children through balance of child initiated and developmentally appropriate adult-guided activity Focus on PSED in autumn term, especially SC&SE and MR Continue EYPP LSA interventions Review progress and prioritise interventions Report Wellbeing and Involvement to next schools | 69% EYPP children have L or M Engagement/ Well-being (needs addressing for optimum learning) | <p>Scrutiny of EExAT data – class teachers, RH</p> <p>Termly progress meetings with SLT</p> | <p>Y – ongoing – individual progress recorded in file</p> <p>Y – ongoing, regular meetings with EYPP LSA/classroom staff to monitor progress. Data shared with parents at Parent Consultation</p> <p>Y – new reporting format trialled</p> |
| 90% EYPP children will make at least good progress across prime areas of learning | <ul style="list-style-type: none"> RH and class teachers to scrutinise baseline data and plan individual outcomes for EYPP children RH to plan intervention timetable with SS and review progress in fortnightly meetings | Planned intervention for EYPP children to narrow the gap | Daily records maintained by SS and shared in fortnightly meetings with RH | <p>Y – 12th Oct</p> <p>Y – aim for all children to have total 0.5 hr intervention per week</p> |

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| <p>80% of EYPP children will make at least good progress across specific areas of learning</p> | <ul style="list-style-type: none"> • SLT to source appropriate social skills programme (CASPA), SS to deliver in identified groups • RH to write follow-on social skills programme with SMART thinking • EExAT data shared with parents/carers at Parents' Consultation, and ideas shared for supporting at home • Encourage parents/carers to attend further coffee mornings/afternoons around early play and learning at home • Further parent workshops planned – literacy and maths | | <p>Class teachers to plan and have overview of interventions – termly progress meetings</p> | <p>Y – CASPA from South SEMH team</p> <p>Y – and shared with EYPP LSA</p> <p>Y – 6th and 8th Feb</p> <p>3 sessions Feb/March (HR and RH)</p> <p>Workshops on Reading and Writing (30th April) and Maths (18th June) attended by</p> |
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Measuring the Impact

Progress of all children is assessed by classroom staff and tracked on the Early Excellence Assessment Tracker (EExAT). The impact of the interventions is carefully monitored by the Deputy Head and also by the Senior Leadership Team at progress meetings each term.

The School Improvement Group also meets each term to inform governors of progress. We have an Equalities Governor and EYPP Governor, each of whom visit termly to meet with the SLT.