**Early Years Pupil Premium (EYPP) report**

**September 2017 - July 2018**

9 children were initially identified, who attended Nursery from Autumn Term 2017 through to July 2018. One of those children then left after one term as he moved counties so we do not have exit data for that child. A further 3 children from the Nest received pupil premium support including one summer born child, who has a deferred place at school, and is now doing his Nursery Year with 1:1 support for the year.

2 more children joined the Nursery cohort as 4 or 5 termers in the late Spring and Summer terms -they will be reported on in our data for 2018-19.

The data below relates to the 8 children who joined the Nursery in Autumn 2017, leaving in July 2018, and the 3 children who attended the Nest for the full year.

Early Years Pupil Premium Allocation for the academic year 2017 – 2018 was £113.30 per term, per child, which equates to a total of £4078.80 for all children who attended through the school year.

The EYPP allocation provided targeted interventions led by experienced and qualified Teachers and Teaching assistants in the Early Years Foundation Stage with the aim to ‘narrow the gap’ and improve levels of attainment. Most of the children in receipt of Pupil Premium funding attended our ‘Primal play/Kung Fu’ weekly physical sessions which not only help children develop physical and coordination skills, but also the personal social and emotional skills required for co-operative play. Communication and Language skills are also developed as children listen to and follow instructions during the session. The funding was also used for 1-1 TA support in class, and small group work outside class, in order to develop CL, PSED and early learning skills in maths and writing. We also employ a specialist music teacher on a fortnightly basis and although Pupil Premium funding is not used for her as all children attend her sessions in small groups she often tailors lessons to support them and build self - esteem and confidence as well as listening and attention skills through specific activities.

Many of the families receiving pupil premium funding had family worker support, and 1:1 support from staff through the year when needed. Homerton firmly believes in supporting the whole family in order to achieve best outcomes for individual children.

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| **IMPACT: PROGRESS and ATTAINMENT** |
|  | Communication and LanguageBase Line | Communication and LanguageExit Data | Physical developmentBase Line | Physical developmentExit Data | Personal, social and emotional developmentBase Line | Personal, social and emotional developmentExit Data |
| Child 1From Nest | 30-50 months | 40-60 months | 30 – 50 months | 40-60 months | 30-50 months | 40-60months |
| Child 25 termer | 22-36 months | 30-50 months | 22-36 months | 30-50 months | 22-36 months | 30-50 months |
| Child 35 termer | 30-50 months | 30-50 months | 30 – 50 months | 40-60 months | 30-50 months | 30-50 months |
| Child 4Started November 2017  | 22-36 months | 30-50 months | 22-36 months | 30-50 months | 22-36 months | 30-50 months |
| Child 5 | 30-50 months | 30-50 months | 22-36 months | 40-60 months | 30-50 months | 30-50 months |
| Child 65 termer  | 22-36 months | 30-50 months | 30 – 50 months | 40 – 60 months | 22-36 months | 30-50 months |
| Child 7 | 16-26 months | 30-50 months | 22-36 months | 30-50 months | 16-26 months | 30-50 months |
| Child 8 Joined Nursery in October 2017  | 16-26 months | 30-50 months | 16-26 months | 30-50 months | 16-26 months | 30-50 months |
| Child 92nd year in Nest | 22-36 months | 30-50 months | 16-26 months | 22-36 months | 22-36 months | 22-36 months |
| Child 10Nest | 22-36 months | 30-50 months | 22-36 months | 30-50 months | 16-26 months | 30-50 months |
| Child 11Nest | 16-26 months | 30-50 months | 16-26 months | 30-50 months | 16-26 months | 30-50 months |

**Summary**

91% of children left having achieved in the 30-50/40-60, for most this was either at, or above, age related expectations. On closer analysis of data those children who remain within an age band in a particular subject, or subjects, did move up within the 3 steps of that band so still made progress, although this is not shown in this less detailed summary. The child who has made less progress is staying with us for an additional year and is now receiving SEND support with a 1:1 TA. Some of the children receiving pupil premium have had particularly challenging situations during the year and the progress made by them especially in PSED shows how well they have coped in this supportive environment.