Early Years Pupil Premium Report 2023-24

Fifteen children have been eligible for pupil premium during the year, this is two children less than last year, but is still significantly higher than in previous years. Four of these children have only recently become eligible, as they have only recently turned three. Four of these children shown below were in their second year with us, having been in our two year old ‘Nest’ provision last year, or the Nursery. Four of the children have had 1:1 support during the year.

The EYPP allocation for the year was £370.00 per child, which meant we received a total of £5500.00 for the fifteen children.

The funding provided targeted interventions led by both teachers, and teaching assistants, and has been particularly aimed at personal, social and emotional support, the development of communication and language, and listening and attention skills, as well as physical development, through small group work.

All of the children in receipt of pupil premium were offered the opportunity to attend our ‘Life Skills through Movement’ intervention group, focusing on listening and attention, turn taking and physical skills. The teaching for this group, led by Ross and Steve Sargent, specialist teachers in Kung Fu, have been developed by them, based on a programme of research from New Zealand.

Some of the children in receipt of Pupil Premium have also had support from 1:1 Teaching assistants and the Senco. All children across the Centre, have also benefited from the expertise of a specialist music teacher, who comes in weekly, and who is particularly good at targeting and adapting support for individual children.

The fifteen children were in a range of classes including a full time 30 hour class, a 15 hour 2.5 day a week class, a 15 hour morning only class, and a 15 hour afternoon only class, as well as in our two year old Nest provision.

All children have made significant progress from their starting points. This has been shown not only through analysis of our data below, but also through professional practitioner knowledge of the children. This is also evident in daily conversations between staff, ‘Planning in the Moment’ sheets and positive parental feedback gathered through surveys.

The table below gives specific information for the eleven children who have been in the Nursery through the year, comparing entry and exit data. It does not give specific information for those children who are younger, and who have only recently turned three and have spent the year working in the broad 0-3 age band, whilst in our Nest two year old provision.

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| --- | --- | --- | --- | --- | --- | --- |
| Child | Communication and Language entry | Communication and Language exit | Personal, Social and Emotional Development Entry | Personal Social and Emotional Development Exit | Physical Development Entry | Physical Development Exit |
| Child 1 –  Pm 15 hrs class | 0-3b | 0-3w | 0-3b | 0-3w | 0-3b | 0-3w |
| Child 2  Am 15 hrs class | Nursery w | Nursery s | Nursery b | Nursery s | Nursery w | Nursery s |
| Child 3  2.5 class  2nd year with us (Nest) | Nursery b | Nursery s | Nursery b | Nursery s | Nursery b | Nursery s |
| Child 4  Am class  15 hrs  2nd year with us (Nest) | 0-3b | 0-3w | 0-3b | 0-3w | 0-3b | 0-3s |
| Child 5  Am 15 hrs class  2nd year with us (nursery) | 0-3w | Nursery s | 0-3s | Nursery s | Nursery b | Nursery s |
| Child 6  2.5 days | Nursery b | Nursery w | 0-3s | Nursery w | 0-3s | Nursery w |
| Child 7  2.5 days | 0-3s | 0-3w | 0-3w | Nursery b | Nursery b | Nursery s |
| Child 8  Am 15 hrs | Nursery b | Nursery s | 0-3w | Nursery w | Nursery b | Nursery s |
| Child 9  Am 15 hrs | Nursery b | Nursery b | Nursery b | Nursery w | Nursery b | Nursery s |
| Child 10  30 hour | Nursery w | Nursery s | Nursery b | Nursery w | Nursery b | Nursery w |
| Child 11  2.5 day class  2nd year with us (nursery) | Nursery b | Nursery w | 0-3s | Nursery w | Nursery b | Nursery w |