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

**September 2018 - July 2019**

13 children were initially identified, who attended Nursery from Autumn Term 2018 through to July 2019. Of those 13 two were 4 termers and had started with us in the Summer Term of 2018. One was in his second year in the Nursery having delayed entry to Reception. We also had children in the Nest who turned 3 during their time with us and received Pupil Premium once they were 3 but this report only focuses on the children who did the full year in the Nursery receiving additional support, or specific activities as a result of their pupil premium funding. One of the children is going to stay with us again next year and have deferred entry into Reception in 2020. Children deferring tend to do so as they have additional needs and are likely to benefit for a year of consolidation in the Nursery.

Early Years Pupil Premium Allocation for the academic year 2018 – 2019 was £302.10 per year, per child, which equates to a total of £3927.00 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 physical group sessions which not only help children develop gross motor physical and coordination skills, but also focus on 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. Funding also went towards trips out and a one point we offered to pay both for bus passes and a taxi.

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 have had additional parenting support and advice from our staff. At Homerton we firmly believe 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 1 | 30-50 months | 40-60 months | 30 – 50 months | 40-60 months | 30-50 months | 40-60 months |
| Child 2Attended Nest in previous year | 16-26  | 16-26  | 16-26  | 22-36  | 16-26  | 22-36  |
| Child 35 termerAttended Nest for previous year | 30-50  | 30-50  | 30 – 50  | 40-60  | 30-50  | 40-60  |
| Child 4Attended Nest in previous year | 22-36  | 30-50  | 22-36  | 30-50  | 22-36  | 30-50  |
| Child 5 | 22-36  | 30-50  | 22-36  | 30-50  | 22-36  | 30-50  |
| Child 6 | 22-36  | 30-50  | 22-36  | 30-50  | 22-36  | 30-50  |
| Child 7 4 termer | 22-36  | 40-60  | 22-36  | 40-60  | 16-26  | 30-50  |
| Child 82nd year in Nursery attended Nest for year prior to this.Specific areas all in 30-50/40-60 age range at end of Summer. | 16-26  | 22-36  | 16-26  | 22-36  | 16- 26  | 22-36  |
| Child 9attended Nest for previous year | 22-36  | 30-50  | 30-50  | 30-50  | 22-36  | 30-50  |
| Child 10 | 22-36  | 30-50  | 30-50  | 40-60  | 22-36  | 40-60  |
| Child 114 termerPost LAC | 30-50  | 30-50 | 22-36 | 22-36 | 22-36 | 22-36 |
| Child 12 | 8-20 | 22-36 | 22-36 | 22-36 | 8-20 | 22-36 |
| Child 13 attended Nest for previous year | 30-50 | 40-60 | 30-50 | 40-60 | 30-50 | 40-60 |

**Summary**

70% of children left having achieved in the 30-50/40-60, for most this was either at, or above, age related expectations. The 30% of children who have made less progress have all had additional needs or challenges within their lives and all received targeted TA support. Education Health and Care Plans have either been given or applied for to ensure support continues for these children. On closer analysis of data those children who remain within an age band in a particular subject, or subjects, did make at least 3 or more steps of their particular age bands so still made progress, although this is not shown in this less detailed summary. Their progress in PSED is particularly pleasing as they move forward to the next stage of their education.