



Little Learners Nursery EYPP Spending Strategy Report 2016/2017



Term	Total children on roll	Total children eligible	Percentage of total cohort	Total allocated funding
Autumn September 2016- December 2016	75	2	2.6%	£169.60
Spring January 2017-April 2017	80	2	2.5%	£137.80
Summer April 2016- August 2017	Estimated 95	3	3.15%	£349.80

Desired outcomes for EYPP children;

1. For EYPP pupils to make the same or better progress than their peers in the core areas of the curriculum. This will be measured through analysis of the number of steps progress for all children at the end of the academic year.
2. To improve self-confidence and social skills of EYPP children through small group work and additional support during sessions. This will be measured by looking at progress in personal, social and emotional development strands of the EYFS.
3. To maintain excellent levels of attendance for EYPP children by building positive relationships with families and maintaining regular two way communication. This will be measured through analysis of the attendance (i.e. monitoring of absences).
4. To encourage parents to become involved in their children's learning through issuing lending library books and suggestions for home learning activities. This will be measured through engagement with parents increase in number of parents engaging with home learning activities.

Possible barriers to future attainment (for pupils eligible for EYPP)

In setting barriers (issues to be addressed in Nursery such as poor oral language skills)

- Poor language and communication skills
- Limited concentration

External barriers (issues which also require action outside Nursery, such as low attendance rates)

- Poor attendance (parental perception that attendance is not important because it is not statutory)
- Poor home learning environment

This strategy will be reviewed in September 2017.

Autumn Term
September – December 2016

Allocation:

Eligible Children	Interest	Sessions attended	Challenge/area of development for child	Support for staff to develop their understanding	Support for parent(s) to develop their understanding	Resources that may need to be bought	Links with others
CHILD B (Sept 16-December 2016)	Small World (Frozen) Dollies Barbies	Two mornings per week (10 hours)	Personal, Social and Emotional skills	Story telling training opportunity	Confidence Making relationships/turn taking	Frozen fancy dress Frozen small world Frozen party – invite princesses Frozen themed turn taking games (skittles, pop up Olaf)	Invite a couple of BB children to join in and play
CHILD A (Sept 16-December 2016)	Football Role play Creative/messy media	Two afternoons per week (10 hours)	PSE/Communication and Language (managing feelings and behaviour)	Leading group football sessions – football coaches model training/activities for NC to continue	Working together – making relationships – taking turns. Managing feelings and behaviour	n/a	Sports coaches – see LH

Action plan:

Development/intervention/strategy to trial	Which child(ren) is it relevant for?	Budget allocation	Who will be responsible for ensuring it happens?	What will the impact be?	How will the impact be measured?	What partnership opportunities are present?
Football sessions run by external coaches	CHILD A	6 x 30 minute sessions £15 x 6 weeks = £90.00 Sept – Dec 16 (£74.20) -£15.48 to carry forward to next term	Nursery Crew – Lin H arranged coaches. EH to ensure CHILD A takes part	CHILD A (and other children in group) offered opportunity to be 'part of a team', learn turn taking skills and develop gross motor skills	Development of CHILD A's turn taking and listening to others thoughts and feelings. EH to monitor best fits	With football coaches
KH to attend Story Telling Training and cascade knowledge back to the rest of the NC	ES	1 x £40 training workshop 25/11/2016 Frozen/princess items/props to tell story – cost?	AM arrange training – KH to attend	ES's confidence developed within group situations	NC report on progress in LL, EH monitor best fits	Share with BB/Y1/Y2? Possibility to show/share story to small group of other children within school

		<p>approx. £12 each?</p> <p>Unfortunately Story Telling workshop was cancelled last minute.</p> <p>Resources purchased –</p> <p>Pop up Olaf, Frozen bowling set and games = £24.97</p> <p>Sept 16-Dec 16 (£74.20) - £24.97 = £49.97 to carry forward to next term</p>				
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Evaluation:

What impact did the strategy have?	Which children and families benefitted?	How was the impact measured?	How might this be developed further?
Football sessions – positive on all children. They showed excitement and pleasure taking	All children attending on a Tues PM	Positive comments from parents and children. Improved listening and motivation from all children	NC carry on with football sessions using school resources. Use games and skills learned from

<p>part in the football sessions run by the sports coaches</p> <p>See CHILD A personal folder for individual progress</p>		<p>throughout six week course.</p> <p>Coaches commented that the children were a pleasure to teach and were able to sustain interest for the 30 minute session.</p>	<p>football coaches.</p>
<p>Frozen themed games – many of the children share the same interest in Frozen so were keen to have a go, motivated by the characters that they knew</p> <p>See CHILD B personal folder for individual progress</p>	<p>Children attending all sessions</p>	<p>Increased motivation and interest from children playing the games (especially pop up Olaf!). Many of the children were willing to turn take and sustained an extended period of engagement when supported by an adult.</p>	<p>Continue to develop children's individual and group interests throughout their learning</p>

Spring Term January – April 2017

Allocation:

Eligible Children	Interest	Sessions attended	Challenge/area of development for child	Support for staff to develop their understanding	Support for parent(s) to develop their understanding	Resources purchased to support interventions /development	Links with others
CHILD B (January 2017-April 2017)	Shapes, small world, Disney characters Dancing	Part time Two mornings per week (10 hours)	Developing language of movement and demonstrate variety of movements (gross motor skills) (Physical Development)	Staff to observe dance sessions to build confidence to teach for themselves outside of dance lessons	Confidence to share stories and play games with their children. Making relationships/turn taking.	Geometric shapes(3D) Disney books Tap tap art Fuzzy felt celebration set Toy story memo game	Lois Miller – dance coach
CHILD A (Jan 17-April 2017)	Hammers, nails (construction), small world play (puppets)	Part time Two afternoons per week (10 hours)	Discuss what might make people feel better when they are angry, worried or sad (Personal, Social and Emotional Development) Practice turn taking		Managing feelings and behaviour	(also use resources for lending libraries) Animal hand puppets Dance lessons	

			and sharing in small groups (Personal, Social and Emotional Development)				
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Action plan:

Development/intervention/strategy to trial	Which child(ren) is it relevant for?	Budget allocation	Who will be responsible for ensuring it happens?	What will the impact be?	How will the impact be measured?	What partnership opportunities are present?
<p>Puppets for creating puppet shows</p> <p>Hammers and pins for encouraging and developing fine motor skills and concentration</p>	CHILD A and all Nursery children	<p>Jan 17 – April 17 (£84.80)</p> <p>-£15.48 overspend from last term = £69.32</p> <p>Amazon order = £31.89</p> <p>£37.43 (towards lending library resources)</p>	<p>Nursery Crew –</p> <p>EH to ensure CHILD A takes part</p>	CHILD A (and other children in group) offered opportunity	Development of CHILD A's turn taking and listening to others thoughts and feelings. EH to monitor best fits	-

<p>Dancing lessons</p> <p>Shape snap (game for turn taking)</p>	<p>CHILD B and all Nursery children</p>	<p>Jan 17 – April 17 (£84.80)</p> <p>6 x dance/ £15 = £90</p> <p>+ £49.97 from last term = £134.77</p> <p>Amazon order = £32.69</p> <p>Dance = £90</p> <p>£12.08 (towards lending library resources)</p>	<p>AM to arrange with LH – EH to ensure CHILD B takes part</p>	<p>CHILD B's confidence developed within group situations</p>	<p>NC report on progress in LL, EH monitor best fits</p>	<p>Dance coach (Lois Miller)</p> <p>Share with BB/Y1/Y2? Possibility to show/share story to small group of other children within school</p>
<p>Outdoor games to promote turn taking</p>	<p>All children</p>	<p>£49.51</p>	<p>AM to set up and share with parents via newsletter</p>	<p>EYPP children and all children will have access to age appropriate quality learning games</p>	<p>Through conversations and feedback from parents and their children</p> <p>Key people to monitor best fit profiles for children</p>	<p>Working in partnership with parents</p>

Evaluation:

What impact did the strategy have?	Which children and families benefitted?	How was the impact measured?	How might this be developed further?
<p>CHILD B's confidence to interact on a deeper level with her peers has grown. She is showing awareness of others feelings through play and through emerging friendships; is showing that she is a kind and thoughtful person. CHILD B's also developing in confidence to move in different ways and has often chosen to repeat the dance lessons in the classroom; sometimes taking on the role of the teacher!</p> <p>See CHILD B personal folder for further progress information</p>	<p>CHILD B and her peers through focussed and supportive scaffolding of play leading to children developing skills to play and interact independently.</p> <p>All children who accessed dance sessions and additional resources</p>	<p>Through observations on Tapestry, monitoring of 'best fits' (see individual folders for further information) and through conversations with children and their families. Many families shared their child's excited recounts of dance lessons and confidence to perform in front of others (including at extra-curricular activities i.e. ballet).</p>	<p>Continue to support CHILD B to move in a range of ways, including using static trim trail equipment at school.</p> <p>Continue to support CHILD B to build on her developing friendships and show awareness of others thoughts and feelings.</p>
<p>CHILD A really has thrived on the focused activities and resources which have encouraged him to turn take and concentrate for longer periods.</p> <p>See CHILD A personal folder for</p>	<p>CHILD A has developed his friendships with lots of his peers both when in large groups and on a 1:1 basis.</p> <p>Many other children have benefitted from the resources and picked up on the supportive</p>	<p>Through observations on Tapestry, monitoring of 'best fits' (see individual folders for further information) and through conversations with children and their families.</p> <p>CHILD A's family have reported</p>	<p>Continue to increase and develop the range of planned and discreet learning opportunities for children to build confidence and independence in making, sustaining and developing relationships.</p>

further progress information	scaffolding approach used by practitioners to aid PSE development.	they have many positive conversations about his friends at Nursery, he even requested to buy a friend a rose for Valentine's Day!	
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Summer Term

April – August 2017

Allocation:

Eligible Children	Interest	Sessions attended	Challenge/area of development for child	Support for staff to develop their understanding	Support for parent(s) to develop their understanding	Resources that may need to be bought	Links with others
CHILD B (April 17- Aug 17)		Two mornings per week (10 hours)	Maths – numbers	Michael Loader – Story Telling workshop with the children and Nursery Crew	Ideas and experiences shared with parents to encourage children to continue their learning at home.	Props from scrap store to enhance story telling Stories to inspire	
CHILD A (April 17- Aug 17)		Two afternoons per week (10 hours)	Personal, social and emotional – managing feelings and behaviour	Abby attended workshop on 18 th March 2017 and reported positively about the training and thinks it would benefit all children and practitioners	Children to share photos on Tapestry with key person		
CHILD C (April 17- Aug 17)		Two afternoons per week (10 hours) plus additional paid days					

Action plan:

Development/intervention/strategy to trial	Which child(ren) is it relevant for?	Budget allocation	Who will be responsible for ensuring it happens?	What will the impact be?	How will the impact be measured?	What partnership opportunities are present?
Story telling workshop (ongoing programme from April – August 2017)	CHILD B	£349.80	AM to arrange with Micheal (initial meeting w/c 20 th March) and Nursery Crew	All Nursery Crew		
	CHILD A					
	CHILD C					

Evaluation:

What impact did the strategy have?	Which children and families benefitted?	How was the impact measured?	How might this be developed further?