

Shenley Fields Early Years Pupil Premium

2017-2018



Early Years Pupil Premium is additional funding for publicly funded schools to raise the attainment of pupils.

At Shenley Fields, we prioritise Communication and Language and Personal, Social and Emotional development as key areas to reduce the primary barriers to children's educational achievement.

We have also prioritised Literacy and Mathematics as a consistent focus through free flow and group time activities in order to develop and enhance skills and raise attainment.

We have used our pupil premium funding to further enhance our curriculum to support the acquisition of skills in these areas.

Our aims:

- To raise the attainment and progress of children who meet the criteria for pupil premium funding to ensure that their development is in line with their non-eligible peers.
- To enhance communication, language, literacy, mathematical and social skills of our children.

In the 2017-2018 academic year, we received £10,661. We have used this funding to secure the input of a speech and language therapist and to introduce and develop peer massage. We have also purchased resources to support literacy and mathematics.

Speech and Language Therapy:

- We have Vicky, a therapist from the NHS Traded Service who works with us for one day very week.
- She assesses the children and groups them according to the input required.
- She plans activities to promote the development of speech, language and communication skills.
- A member of our staff team works alongside Vicky so that she can implement the strategies required to develop children's skills on a daily basis.
- Parent workshops have been offered to promote the acquisition of speech, language and communication skills.
- Vicky contributes to statutory processes as appropriate.

Peer Massage:

- Delivered over a 6 week period by The Wellbeing Crew.
- Delivered through interactive story telling using Makaton signs and symbols and props enabling participation by all children.
- A member of our staff team has worked alongside The Wellbeing Crew so that we can continue to deliver these sessions beyond the initial 6 week programme.

The intended outcomes for using peer massage with children are:

- Children will understand the benefits of positive, nurturing touch.
- Communication and language is improved
- Children will learn in a safe environment.
- Positive attitudes towards peers are developed.
- Social and life skills are greatly improved.
- Children share thoughts and ideas through role play.
- Children develop and improve their early skills through number and shape.
- Awareness of space and turn taking
- Understanding of the importance of physical exercise.
- Children will use Makaton symbols and visual prompts to link sound and movement.
- Children will learn how to manage their feelings through a variety of activities.

Impact:

Communication and Language		EYPP	Non EYPP
Baseline Assessment (Sep 17)	Working below age related expectation.	69%	48%
	Working at or above age related expectation.	31%	42%
Mid-Point Assessment (March 18)	Working below age related expectation.	27%	16%
	Working at or above age related expectation.	73%	84%
End Point Assessment (July 18)	Working below age related expectation.		
	Working at or above age related expectation.		

Personal, Social and Emotional Development		EYPP	Non EYPP
Baseline Assessment (Sep 17)	Working below age related expectation.	68%	52%
	Working at or above age related expectation.	32%	48%
Mid-Point Assessment (March 18)	Working below age related expectation.	16%	10%
	Working at or above age related expectation.	84%	90%
End Point Assessment (July 18)	Working below age related expectation.		
	Working at or above age related expectation.		

Literacy		EYPP	Non EYPP
Baseline Assessment (Sep 17)	Working below age related expectation.	96%	91%
	Working at or above age related expectation.	4%	9%
Mid-Point Assessment (March 18)	Working below age related expectation.	34%	13%
	Working at or above age related expectation.	66%	87%
End Point Assessment (July 18)	Working below age related expectation.		
	Working at or above age related expectation.		

Mathematics		EYPP	Non EYPP
Baseline Assessment (Sep 17)	Working below age related expectation.	92%	91%
	Working at or above age related expectation.	8%	9%
Mid-Point Assessment (March 18)	Working below age related expectation.	32%	18%
	Working at or above age related expectation.	68%	82%
End Point Assessment (July 18)	Working below age related expectation.		
	Working at or above age related expectation.		