



**EARLY YEARS PUPIL PREMIUM STRATEGY
2022 – 2023 ACADEMIC YEAR**

The main barriers to learning for this cohort of children were limited acquisition of communication skills in English, low levels of self-regulation and a limited range of life experiences. This has continued to be compounded by the Covid 19 global pandemic, severely restricting the children’s ability to socialise with others and to develop communication skills outside the home environment. We have used the additional Pupil Premium funding to contribute towards professional learning of staff to evolve children’s competencies and to continue to mitigate the impact of the pandemic on our children’s life experiences.

TARGETS	FUNDING RECEIVED	ACTIONS	IMPACT - MONITORING OF PROGRESS
<p>For 80% of children eligible for EYPP to be age appropriate for Speech and Language Development</p> <p>For 80% of children eligible for EYPP to be on track for Personal, Social and Emotional Development</p>	<p align="center">£1,602.00</p>	<ul style="list-style-type: none"> • Early Identification of barriers to communication and strategies put in place to reduce these barriers • Release and cover one member of staff to attend Wellcomm training provided by the LA and have access to own training materials and resources in order to support Speech and Language development • Undertake Wellcomm assessments and incorporate the identified areas of language development into everyday practice • Provide cover for staff to collate and analyse speech and language assessment information • Share information with parents regarding their child’s level of development and how to support their child’s communication skills at home. Parent Partnership meetings held each term • Provide a language rich environment which encourages the children to communicate with both adults and peers 	<p>The trackable cohort in relation to monitoring the impact of identified actions were children who were on roll for the academic year 2022/2023. There were four children in this cohort</p> <p>100% of the children eligible for EYPP were on track for Personal, Social and Emotional Development at the end of the academic year</p> <p>50% (2) of the children eligible for EYPP were age appropriate for Speech and Language Development at the end of the academic year. Of these children, although speech and language skills were not age appropriate, one had made significant progress as the delay was 9 months on exit compared to 23 months on entry to Nursery. A referral was made to SALT but she was not assessed. The other child did make progress and language delay was reduced by 3 months, however, there were other barriers to learning and development e.g. attendance, EAL, CIN plan</p>

		<ul style="list-style-type: none">• Enrichment experiences (one per term) to support the children's resilience in coping with new experiences/changes to their daily routine<ul style="list-style-type: none">○ Day visit to Kingswood Trust Centre○ Clive Chandler and his Puppets – retelling of a traditional story○ Angie's Animal Antics• Curriculum designed to support a strong sense of routine and agency	9.4/10 parents found the Wellcomm Language sheets useful to support learning at home
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