



Early years Pupil Premium Report 2021-2022

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

At Jakeman, we prioritise Communication and Language 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 this area.

Our aims:

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

In the 2021-2022 academic year, we expect to receive £6644. We are using this funding to further enhance early communication skills.

For the academic year 2021 – 22 we had:

Autumn – 20 EYPP children

Spring – 22 EYPP children

Summer – 19 EYPP children

Using the WellComm tool kit, we also have a speech and language therapist working with the children a half day each fortnight, this is also extending the skill knowledge within the staff team in the early identification of speech and language delay.

Targeted Communication and Language Input:

- We will plan for WellComm interventions within the continuous provision, during targeted intervention groups and during children nursery sessions, and within group times.
- Each targeted session has a cycle of observation, planning and implementation, impact is moderated by our WellComm Communication Champions. Our evaluations will inform our summative assessment.

- The Head of School, Nursery Teacher and Senior Nursery Manager will support staff to further develop their skills and strategies to maximise opportunities to develop children’s communication and language skills. This will include sharing information about National strategies and modelling outstanding teaching in this area. We are part of the DLP project for delivering WellComm across the Locality.

Impact:

Autumn Assessment (October 2021-Starting Point)	Working below expected stage of development. 72%	Working at or above expected stage of development. 28%	<u>Check Points Using Development Matters</u> Listen to and talk about stories to build familiarity and understanding, e.g. naming characters, repeating key refrains, recalling key events. Learn new vocabulary Develop social phrases (please can I...) Learn rhymes, poems and songs and have some favourite ones. Begin to use connectors in sentences ‘and’, ‘Because’ Understand and respond to simple questions- who, what, where.
Spring Term Assessment (April 2022-Mid Point)	Working below expected stage of development. 44%	Working at or above expected stage of development. 56%	<u>Check Points Using Development Matters</u> Use new vocabulary through the day Ask questions to find out more and to check they understand Sing a large repertoire of songs
Summer Term (July 2022-End Point)	Working below expected stage of development 17%	Working at or above expected stage of development. 73%	<u>Check Points Using Development Matters</u> Reading books go home. Preparing children for the next phase I learning this term is consolidating and ensuring that children have key skills. <u>End of year check points:</u>

			<p>Around the age of 4, is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?”</p> <p>Can the child use sentences joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver.”</p> <p>Is the child using the future and past tense: “I am going to the park” and “I went to the shop”?</p> <p>Can the child answer simple ‘why’ questions?</p>
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