



## Little Learners Nursery EYPP Spending Strategy Report 2016/2017



Term	Total children on roll	Total children eligible	Percentage of total cohort	Total allocated funding
<b>Autumn</b> September 2016- December 2016	75	2	2.6%	£169.60
<b>Spring</b> January 2017-April 2017	80	2	2.5%	£137.80
<b>Summer</b> April 2017- August 2017	86	3	2.58%	£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
<b>CHILD A</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
<b>CHILD B</b> (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	<p>6 x 30 minute sessions</p> <p>£15 x 6 weeks = £90.00</p> <p>Sept – Dec 16 (£74.20)</p> <p>-£15.48 to carry forward to next term</p>	Nursery Crew – Lin H arranged coaches. EH to ensure KD 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	CHILD B	<p>1 x £40 training workshop 25/11/2016</p> <p>Frozen/princess items/props to tell story – cost? approx. £12 each?</p> <p>Unfortunately Story Telling workshop was cancelled last minute.</p> <p>Resources purchased – Pop up Olaf, Frozen bowling set and games = £24.97</p>	AM arrange training – KH to attend	CHILD B'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

		Sept 16-Dec 16 (£74.20) - £24.97 = £49.97 to carry forward to next term				
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**Evaluation:**

<b>What impact did the strategy have?</b>	<b>Which children and families benefitted?</b>	<b>How was the impact measured?</b>	<b>How might this be developed further?</b>
<p><b>Football sessions</b> – positive on all children. They showed excitement and pleasure taking part in the football sessions run by the sports coaches</p> <p>See KH personal folder for individual progress</p>	<p>All children attending on a Tues PM</p>	<p>Positive comments from parents and children. Improved listening and motivation from all children throughout six week course. Coaches commented that the children were a pleasure to teach and were able to sustain interest for the 30 minute session.</p>	<p>NC carry on with football sessions using school resources. Use games and skills learned from football coaches.</p>
<p><b>Frozen themed games</b> – 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 ES 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:**

<b>Eligible Children</b>	<b>Interest</b>	<b>Sessions attended</b>	<b>Challenge/area of development for child</b>	<b>Support for staff to develop their understanding</b>	<b>Support for parent(s) to develop their understanding</b>	<b>Resources purchased to support interventions /development</b>	<b>Links with others</b>
<b>CHILD A</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. Managing feelings and behaviour	Geometric shapes(3D) Disney books Tap tap art Fuzzy felt celebration set Toy story memo game Animal hand puppets Dance lessons	Lois Miller – dance coach
<b>CHILD B</b> (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 and sharing in small groups (Personal, Social and Emotional Development)				

**Action plan:**

<b>Development/intervention/strategy to trial</b>	<b>Which child(ren) is it relevant for?</b>	<b>Budget allocation</b>	<b>Who will be responsible for ensuring it happens?</b>	<b>What will the impact be?</b>	<b>How will the impact be measured?</b>	<b>What partnership opportunities are present?</b>
<p>Puppets for creating puppet shows</p> <p>Hammers and pins for encouraging and developing fine motor skills and concentration</p>	CHILD B 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>	Nursery Crew – EH to ensure KD takes part	CHILD B (and other children in group) offered opportunity	Development of CHILD B'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>	CHILD A and all Nursery children	<p>Jan 17 – April 17 (£84.80)</p> <p>6 x dance/ £15 = £90 + £49.97 from last term = £134.77</p> <p>Amazon order = £32.69 Dance = £90</p>	AM to arrange with LH – EH to ensure ES takes part	CHILD A's confidence developed within group situations	NC report on progress in LL, EH monitor best fits	Dance coach (Lois Miller) Share with BB/Y1/Y2? Possibility to show/share story to small group of other children within school

		£12.08 (towards lending library resources)				
Outdoor games to promote turn taking	All children	£49.51	AM to set up and share with parents via newsletter	EYPP children and all children will have access to age appropriate quality learning games	Through conversations and feedback from parents and their children Key people to monitor best fit profiles for children	Working in partnership with parents

**Evaluation:**

<b>What impact did the strategy have?</b>	<b>Which children and families benefitted?</b>	<b>How was the impact measured?</b>	<b>How might this be developed further?</b>
CHILD A 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 A is 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! See ES personal folder for further	CHILD A and her peers through focussed and supportive scaffolding of play leading to children developing skills to play and interact independently.  All children who accessed dance sessions and additional resources	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).	Continue to support CHILD A to move in a range of ways, including using static trim trail equipment at school.  Continue to support CHILD A to build on her developing friendships and show awareness of others thoughts and feelings.



progress information			
<p>CHILD B 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 B personal folder for further progress information</p>	<p>CHILD B 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 scaffolding approach used by practitioners to aid PSE development.</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 B's family have reported they have many positive conversations about his friends at Nursery, he even requested to buy a friend a rose for Valentine's Day!</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>

## Summer Term

### April – August 2017

**Allocation:**

Eligible Children	Interest	Sessions attended	Challenge/next step or 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
<b>CHILD A</b> (April 17- Aug 17)	Small world, writing/drawing, role play	Two mornings per week (10 hours)	Personal, social and emotional – negotiate and solve problems Communication, language and literacy – confidently and clearly communicating ideas i.e. investigate practical experiences and ask questions	Michael Loader Story Telling workshop. Abby attended workshop on 18 <sup>th</sup> March 2017 and reported positively about the training and will cascade information and practice to all practitioners through practical examples and support	Ideas and experiences shared with parents to encourage children to continue their learning at home.  Children to share photos on Tapestry with key person	Props from scrap store to enhance story telling	Share learning with Busy Bees children, develop ideas and experiences and confidence to perform short story telling episodes with other groups of children
<b>CHILD B</b> (April 17- Aug 17)	Small world, football, rugby	Two afternoons per week (10 hours)	Personal, social and emotional – take on responsibly of carrying out small tasks Communication and language – explain what is happening and anticipate what might happen next				

<b>CHILD C</b> (April 17- Aug 17)	Puzzles, small world, trolls, frozen	Two afternoons per week (10 hours) plus additional paid days	Communication and language – engage in a wide variety of role play Physical development – hold pencil in tripod grasp				
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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?
Story telling workshop implementation (ongoing programme from April – August 2017)	CHILD A, B and C and all Nursery children	April 2017 – August 2017 Total budget (all children) £349.80  AS story telling course Course cost £40.00 Staffing cost for course attendance £25.00 Resources from scrap store to enhance story	AS and Nursery Crew	All Nursery Crew will develop confidence and build up new ideas to use with the children.	AS to report on progress of staff, feeling confident as they practice more regularly. Key people to monitor best fit profiles for children	As above

		<p>telling practice £12.00 <b>Total cost £77.00</b></p> <p>Remaining budget £349.80 - £77.00 = £272.80</p>				
Frozen and trolls puzzles	CHILD A, B and C and all Nursery children	<p>Puzzles - £15.00</p> <p>Remaining budget £272.80- £15.00 = £257.80</p> <p><i>*as of 3/7/2017 Little Learners EYPP has not been paid to Little Learners by North Somerset Council.</i></p>	Nursery Crew	The children will begin to develop an interest in shape and space.	Nursery Crew to observe and do best fit judgements.	Children to work with each other and model to younger children

Sand and water tray Sand and water accessories	KD, ES, L K-P and all Nursery children	Remaining budget £257.80 - £230.60 =	Nursery Crew	Children given the opportunity to explore new resources and work together.	Observations and best fits reviewed. Conversations had about children's ideas, listening to each other.	Develop ideas, experiences and friendships.
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### Evaluation:

<b>What impact did the strategy have?</b>	<b>Which children and families benefitted?</b>	<b>How was the impact measured?</b>	<b>How might this be developed further?</b>
Story telling workshop implementation (ongoing programme from April – August 2017)	Child A, B and C and all Nursery children	AS reports positively about cascading information to other members of the Nursery Crew but has found it challenging to dedicate the time to do so whilst staying up to date with other roles and responsibilities.	More than one person to attend the course? Dedicate a whole staff meeting to feedback?
CHILD C and the other children have appeared to enjoy completing the puzzles. CHILD C's Mathematical and PSED skills have developed and she has spent time completing the puzzles with her peers, talking about the characters shown on the puzzles. She has persevered when meeting challenges and has gained confidence in asking adults for help.	CHILD A, B and C and all Nursery children	Through observations on Tapestry, monitoring of 'best fits' (see individual folders for further information) and through conversations with children and their families.	Continue to develop children's individual and group interests throughout their learning.

<p>CHILD A, B and C have all spent some time exploring the water and sand tray. Their learning has been extended when experiencing a floating and sinking activity and they have all been involved in conversations about this.</p>	<p>CHILD A, B and C and all Nursery children</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>Continue to develop these experiences and provide more natural resources to explore in the sand and water.</p>
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