



## Nine Acres Primary: EYFS Pupil Premium funding report

### Overview of pupil premium funding allocation across the whole school:

#### Whole school Aims:

Accelerate progress of disadvantaged children so they make outstanding progress from their starting points and reach and exceed national expectations

Focus on Learning: Direct impact on Standards	£70,800	38% of Actual Income
Focus on learning: Developing teaching practise	£46,200	25% of Actual Income
Focus on Social, Emotional, Mental Health Developments	£58,600	32% of Actual Income
Focus on Enrichment in/ Beyond Curriculum	£7,400	4% of Actual Income
Focus on support for families/ Community	£2,500	1% of Actual Income

Number of Pupil Premium children = 12 (8 boys, 4 girls)

### Evidence of Pupil Premium aims within EYFS

<u>FOCUS:</u>	<u>Evidence within EYFS</u>	<u>Outcome</u>
<b>Focus on Learning: Direct Impact on Standards</b>	Funding used throughout the school to increase support staff mean that additional adults can be allocated to EYFS	Higher child adult ratio which allows for increased learning opportunities.
	Cover teachers within summer term to release adults to meet with nurseries/ key workers - additional visits for disadvantaged children identified.	Identification of disadvantaged children and individual learning needs prior to school year commencing allowing for early interventions where needed.
	Early intervention programmes: <ul style="list-style-type: none"><li>• Balance ability</li><li>• Read/Write Inc.</li><li>• Funky fingers</li><li>• Language links</li></ul>	Early gaps identified for EYFS disadvantaged children and addressed to begin diminishing the difference between disadvantaged children starting points and non- disadvantaged starting points.
	Weekly planning meetings: LSA's paid to additional to stay and attend meetings	Disadvantaged/ Vulnerable children are a focus- Discussions lead to the following week's groups which all have starting points and next steps identified in order to ensure progress.
<b>Focus on learning: Developing teaching practise</b>	NQT CPD weekly session with T & L leader	Improvement of teaching practise to deliver QFT and increase progress
	CH completing –PP project (boys development within EYFS) – supported my PP leader	Developing and strategies through which lack of progress can be addressed within this particular group. Skills developed that can be applied to identifying and support learning for disadvantaged children.

<b>Focus on Social, Emotional, Mental Health Developments</b>	Philosophy for children	Away to open up children's learning through enquiry and the exploration of ideas. Children learn that their ideas have value, and that the ideas of other children have value too. Developing children's awareness of their learning from an early stage and developing learning behaviours for identified disadvantaged children.
	Social interaction group led by LSA during lunchtime.	Disadvantaged children identified and given opportunity to develop social skills that may not
<b>Focus on Enrichment in/ Beyond Curriculum</b>	Different experiences for children – <ul style="list-style-type: none"> <li>Library visits</li> <li>Educational visitors e.g. police</li> <li>Resources to engage children e.g. gingerbread man</li> </ul>	Developing opportunities for disadvantaged children to be exposed to additional learning aspects within the school day which they may not have the option of at home.
<b>Focus on support for families/ Community</b>	Parent workshops: <ul style="list-style-type: none"> <li>Letters and sounds</li> <li>Invite into class to share learning</li> </ul>	Developing understanding with families of targeted families of how they can support children's learning at home to help diminish the difference in key areas of learning.
	KH ( Family support officer) to support families identified	KH to begin making connections with families with children within EYFS to ensure good communication links with the school in order to support disadvantaged children throughout their time at Nine Acres. Support of LAC child within EYFS.