

EYPP Strategy 2016/17



Area for Development	Strategy including Rationale	Cost	Evaluation	Impact
<ul style="list-style-type: none"> Well being and involvement Personal Social and Emotional Development Knowledge and Understanding of the World 	<p>Our assessments show one EYPP child's PSED scores are below expected for his age. His emotional well being is low and he has limited opportunity to explore the natural world. We recognise the negative impact this is having on his potential to learn in nursery. Therefore we initiated the Beach School Project to develop emotional well being and support the development of PSED skills through small group work. Focused work on the natural environment and opportunities to use all the senses to have a hands on explore of the beach was planned and initiated in Autumn 1&2.</p>	<p>6x1AM Beach school leader + transport (£40x6wk= £240) and resources £20</p> <p>£260</p>	<p>The project was a huge success. The involvement of the EYPP child in the small group was much improved. The learning and knowledge in exploring the beach developed on a weekly basis.</p>	<p>56% of EYPP children achieving ARE in PSED</p> <p>61% of EYPP children achieving ARE in KUW</p>
<ul style="list-style-type: none"> Communication and Language Personal Social and Emotional Development 	<p>On entry to 3-4 nursery assessment information clearly highlighted Communication and Language as an area of weakness of three EYPP children. Speech affects all areas of the curriculum and making relationships in Personal Social and Emotional Development were also recognised as low. Independent S&L consultant assessment confirmed the weakness and enabled a Talking Tots Speech and Language programme to be tailored to their emerging Speech needs. This early intensive programme was implemented during Autumn 2 and Spring 1 to boost communication skills.</p>	<p>12 week SALT programme to be completed twice per week at £375</p>	<p>An independent S&L therapist has reviewed the children and provided a new set of resources to continue to support them (March 17).</p> <p>The additional screening and support materials have identified specific S&L difficulties with 1 EYPP child which are now being more fully supported through one PM session of outreach support (March 17).</p> <p>S&L skills have developed to allow all 3 children to be able to communicate. 2 children continue to be communicating verbally on a very basic level due to specific speech disorders. 1 child has made good progress in development of speech and confidence to speak.</p>	<p>56% of EYPP children achieving ARE in C&L</p>
<ul style="list-style-type: none"> Home Learning – across all areas of the Early Years 	<p>We actively recognise that home is a child's first educator. We work in partnership with home and try to build</p>	<p>1 half PM X Nursery Nurse from Sept to July</p>	<p>The activity pack library continues to support and develop all children's learning at home. It supports, in</p>	<p>65% of EYPP children achieving ARE in PRIME areas</p>

<p>Foundation Stage curriculum. Promoting learning through play and developing this in the home.</p>	<p>upon this through providing a rich and stimulating curriculum. We recognise that not all children have the same life chances and all children come to nursery with different experiences. To support our children in their learning at home we have developed an Activity Pack Library. This helps to teach parents how to create fun learning opportunities to support their child in reaching their potential as a learner. Research shows this type of support can have a greater impact than teaching children in nursery. We employ a member of staff to create fun activity packs full of exciting resources. The children choose from a selection each week to bring home and play with an adult. There are a wide variety of packs which cover all seven areas of the nursery curriculum.</p>	<p>£700 £40+ on resources to replenish activities</p>	<p>particular, the development of communication and language skills. It promotes fun learning experiences in the home and ensures all children are able to have access to quality learning opportunities in the home. The responsibility of lending and looking after nursery resources has encouraged children to develop respect. All children who have accessed the pack library enjoy being in charge of choosing their own activity and sharing it at home. They are enthused and motivated to learn.</p>	<p>55% of EYPP children achieving ARE in SPECIFIC areas</p>
<ul style="list-style-type: none"> Personal Social and Emotional Development Self-confidence and self-esteem 	<p>On entry assessment information and observations in the nursery suggest two EYPP children are below age related expectations in their confidence and self esteem. To support their vulnerabilities we intend to employ SAFC Football coaching team to deliver 6 sessions of football skills in the morning nursery. It is hoped this will encourage more involvement and improve well being and confidence.</p>	<p>1 hour over 6 weeks £25/hour £150 am £150 pm</p>	<p>All children participating in football coaching have enjoyed the weekly sessions to develop their fitness through fun games. The EYPP children have all join in with their peers and been able to participate with all the challenges set. Having the football in the hall has developed confidence on moving from one area of the nursery to another.</p>	<p>66% of EYPP children achieving ARE in Self-confidence and self-awareness</p>
<ul style="list-style-type: none"> Personal Social and Emotional Development 	<p>Mid check assessment information suggests PSED is an area where EYPP children are below target. We have developed a small area of the nursery to create a Forest school fire circle. This is a base for children to learn about nature in a small group and develop skills in working together developing relationships</p>	<p>£125 – for resources to create the fire circle – log table and chairs £70 £55 weekly resources</p>	<p>During Summer 2 we have worked outdoors developing children’s relationships through sharing experiences together. Additional time in using this area would have benefitted all the children however transition visits in summer 2 meant some planned activities were unable to happen.</p>	<p>56% of EYPP children achieving ARE in PSED</p>

January 2017 intake EYPP children – none. We have 6 EYPP children.

Easter 2017 intake EYPP children - 2 PM, 1boy with SEND and 1girl.

3 of 6 EYPP children have EY Support Plans for SEND. 2 of 6 are awaiting review with S&L and 1 of 6 has a family support worker for attendance issues.