

## EYPP Funding Strategy – 2019 - 2020

What will the money be spent on?	Why have you chosen this?	How much will it cost?	How will it benefit the EYPP children? Which of the EYPP children will it benefit?	How will it benefit the setting?	How will you know it has made a difference?
WellComm language online tracker and resources	Speech and Language levels on entry for our children are lower than expected, this is especially true of the EYPP children who have often been our FEE2s. Maths language and levels are lower for EYPP children. WellComm supports mathematical language and concepts	Report Wizard - £89.10	Continued support and development of children with Speech and Language difficulties. Assessments on children identified at home visits for WellComm levels to ensure interventions are speedy and any referrals to other services are completed as the waiting times are long. Gaps identified in maths can be supported with focussed intervention planning.	All of the children will be assessed and supported through the WellComm system and monitoring. Strategies used to close gaps and identify children for individual intervention groups with support from CLL teacher champion and SENDCo. Maths activities and language within the WellComm sessions will support the planned intervention for EYPP children's attainment	WellComm levels shows progress and closing the gaps on assessments Ongoing analysis of all groups, including EYPP by staff and governors shows cumulative progress from WellComm intervention and planning Maths levels monitored and improved. Key vocabulary and language support strategies embedded into continuous provision.
Additional language support from Communication and Language champion teacher	Communication and Language continues to be identified as area of concern on baseline assessments and identification of Special	0.1 UPS 3 salary + on costs (supported by general budget)	Speech and language needs are most evident within our EYPP children. At August 2019 the N2 EYPP children came in	At the start of their N2 year, the 2020 Leavers came in at 22-36 secure level in Communication and Language and 22-36	WellComm levels show progress for all children, but particularly EYPP and SEND children show

	<p>Educational Needs. Teacher has additional training in support strategies and systems, additional time will allow support and monitoring of children with specific language needs.</p>		<p>working at 22-36 months on average in Communication and Language Development. This is one full step below the non-EYPP children, who started the N2 year at 22-36 secure level.</p>	<p>working + level in Literacy and Mathematics. The SEND children are lower than this, with entry to N2 at 22-36 beginning level in these areas.</p>	<p>they are closing the gap.</p>
<p>Target Tracker used to monitor and review attainment and progress</p>	<p>EYPP children monitored termly on EYPP as identified group</p>	<p>£246 Target Tracker</p>	<p>Continue to monitor the children with SEND and EYPP groups to ensure the gap is continuing to close.</p>	<p>All children's progress and development tracked, specific groups identified for monitoring by staff and governors</p>	<p>Monitoring systems continued to improve, staff provided with group overviews to aid identification of focus priorities. Identification of specific groups has aided teachers to monitor vulnerable children. Used to inform governors and enable them to monitor progress.</p>

What difference did it make?

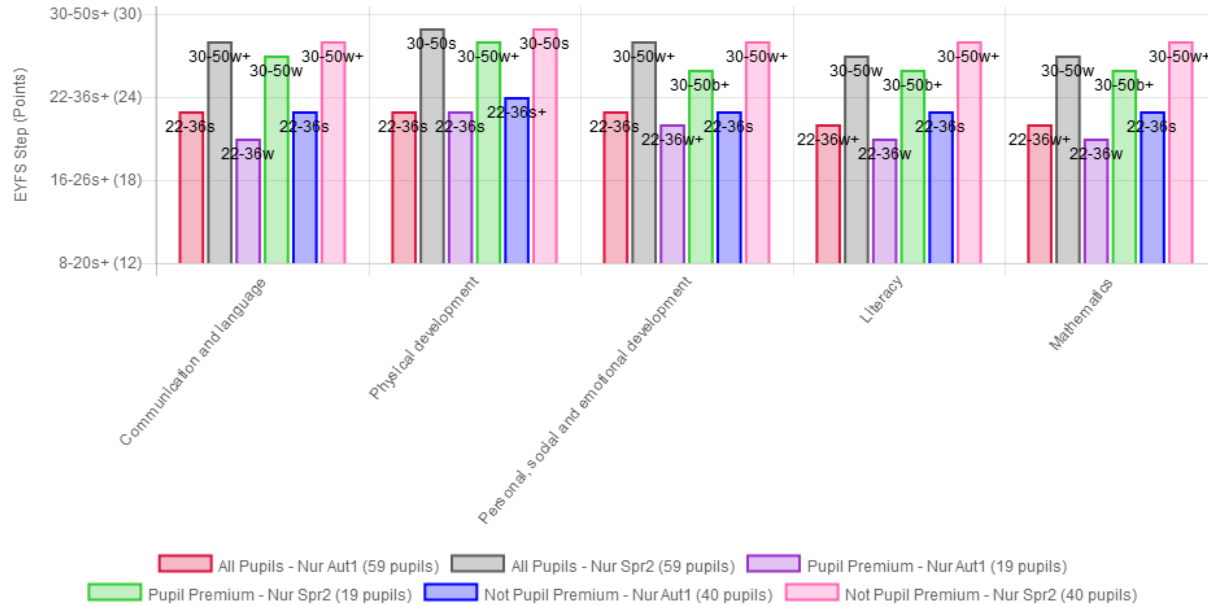
How might you build on it next time?

CL attainment for N2 leavers at Summer 2020 was



Attainment Chart - EYFS Steps  
Rec - All Pupils

24 September 2020



The information provided shows the gap was closing slightly between the pupil premium and non-pupil premium children between Autumn and Spring. We assume that this would have continued throughout Summer term, however, the school reverted to government advice in March 2020 due to the Covid-19 issue and further assessments were not possible.

We are planning to review the WellComm delivery following review due to lockdown information and need to revise provision in bubble set up for 2020-21 for Covid-19 needs.

Target Tracker has been consistently used by all staff to monitor each of their groups and to identify any children who are struggling and allow suitable planning and interventions to ensure progress is made. Overall, the progress and attainment of all groups in CL and L has been outstanding over the year. The interventions by the CL teacher and her support for the other staff has been positive. Staff have continued to embed practise in WellComm into their support of children in continuous provision. This has been evident in the 'bubble' set up interactions during lockdown and partial reopening in Summer 2020.

See above

