

Windsor Centre for Children and Families

Early Years Pupil Premium – autumn term 2015, spring and summer term 2016

**February 2016**

<b>Centre improvement plan priorities 2015/16</b> <b><i>Safeguarding children from harm and raising achievement to narrow the gap remain constant priorities.</i></b>	
Aim 1	To grow every child's ability to <u>Tell a Story</u>
Aim 2	To increase every child's experience and understanding of <u>Pattern and Rhythm</u> through all the senses
Aim 3	To identify and address poor <u>Attendance</u> when a child's outcomes may be threatened

- During the autumn term 2015 approximately 59 children applied. The funding received was £6,121.50.
- During the spring term 2016 approximately 74 children applied – we expect to receive approximately £7,000.
- During the summer term 2016 we expect at least 74 children will apply and we expect to receive approximately £7,000.

We spent this money in line with the needs we identified for these children and our improvement plan, with the intention of helping to overcome barriers to learning these children are experiencing and support their progress:

1.	<p>A piece of outdoor equipment was installed enhancing our outdoor learning environment by providing further opportunity and challenge to develop upper body strength, core strength, control and co-ordination for practice every day.</p> <p>We particularly want to see high levels of progress in physical development from the EYPP eligible children who started their last year at Windsor in September 2015 at expected levels of development (29 children). We noticed that this equivalent group last year did not make as much progress as the children whose levels of development on entry were well below expected levels. We anticipate that targeting our more developed learners with additional challenge and opportunity for practice will help them make very strong progress with their fine co-ordination and writing skills.</p> <p><b>IMPACT:</b> We will report on the impact on the children's progress rates later in the year.</p>
2.	<p>Some waterproofs and fleeces and wellies were purchased in larger sizes to enable full daily access to learning and moving in the outdoors for a small number of EYPP eligible children who are very large for their age. Please see summer term 2015 EYPP information. Some replacement items will be purchased this year to ensure full access is maintained for all EYPP children.</p>
3.	<p>A range of resources featuring letters of the alphabet and numerals were purchased and placed throughout the outdoor and indoor learning environments. We wanted to</p>

	<p>increase the exposure, interaction and familiarity of the EYPP children with letters and numbers – the building blocks of written communication.</p> <p><b>IMPACT</b> – we will report on the children’s progress relating to writing and maths later in the year.</p>
4.	<p>A Ghanaian musician and storyteller was invited into Windsor to facilitate an interactive session with the children, parents/carers and staff. We wanted to see the EYPP children and families enthused by the spectacle and excitement of a visitor and performance and to see engagement and energy of the whole learning community experiencing rhythm and story together (improvement plan priority 1).</p> <p><b>IMPACT</b> – The experience was an exciting, inspiring, enjoyable and memorable experience of irresistible learning together. We will report on the children’s progress relating to our improvement plan priorities later in the year.</p>
5.	<p>We have employed an Early Years Practitioner with the skills, expertise and focus on supporting and enriching the speech, language and communication experiences of identified children. We recognised the high proportions of EYPP children with communication and language on entry at levels below age related expectations. (Listening and attention 54%, Understanding 57% and Speaking 60% below expected levels on entry).</p> <p>We want to ensure every child feels listened to, responded to and supported to want to and be able to actively communicate effectively as this is a ‘prime’ and completely crucial area of learning and development for children, from which to unlock further learning. Specific speech and language programmes are also practised and supported as this is key to progress of their bespoke targets. This work may be continued through to the summer.</p> <p><b>IMPACT</b> – we will report on the children’s progress relating to communication and language later in the year.</p>
6.	<p>We hope to have enough EYPP funding relating to the current cohort, to contribute to supporting expeditions out in the summer term. The expeditions will be for children and their parent/carer to learn together in an accessible, affordable exciting environment with the support of the staffing team. We hope to inspire families having time and learning together over the summer break.</p> <p><b>IMPACT</b> – children and parents feedback will be recorded and offered.</p>

We will spend the full amount received September 2015 to July 2016 as this funding is allocated per entitled child and a large majority of these children will leave Windsor in July 2016 to move to primary schools.