

EYPF Allocation 2018-2019

Focus for spending	Which of the eligible children will it benefit?	Actions	Funding allocation	Projected impact	Monitoring of impact
<b>Teaching</b>	All pupils	Employment of additional member of staff in the A.M session	£5,0000	To improve relationships between keyworkers and pupils Children settle quicker More opportunity for personalised learning and 1:1 work	Progress in speech and language Pupil confidence and PSED progress Positive relationships with parents All PP chn to make exceeding progress in prime areas (4 sub-levels)
Higher adult to child ratio					
<b>Training</b>	All pupils	Engage in all LA training sessions Moderation events SLE to moderate baselines Visit other outstanding schools Pyramid network meetings –, EKLAN (communication friendly school) Staff training on blank levelling children (ELKLAN) LEGO therapy  Nursery teacher to assess S&L using phonology	£1000	Engage pupils in reading for pleasure Increased staff confidence in making judgements Improved communication and language skills Children are regularly visiting the school library and borrowing books	Progress in reading Pupils love for reading in school Accelerated  Pupils are working at level 2 questioning when they exit F1 accelerated progress (4 sub-levels)  Accelerated Progress in S&I
Quality First Teaching driven by CPD					

Subscribe to the Imagination Library Project		New display to celebrate new books and events Attend Imagination Library training sessions and networks Weekly story time for parents Breakfast and book events throughout the year Visits to local library		All adults feel confident to support parents and pupils with early reading Develop a love for reading Ensure all pupils have access to quality books at home	Pupils are able to retell key features of a story  Pupils enjoy listening to stories and are exciting by books  All pupils are signed up to Imagination Library and local library
Introduction of daily dough disco/squiggle	All Pupils	Staff to access online training and use support materials Purchase of the programme Monitor progress of markmaking and pencil grip	£ 100	Develop early mark making Improved staff knowledge of physical development pedagogy	All children are working at ARE in physical development All children are making purposeful marks All children can write their name using correct letter formation All children are able to hold a pencil using the tripod grasp
Introduction of the big picture	All pupils	Staff training on early guided reading using 'big talk Pictures'	ICT, picture stimulus	Children are able to articulate what they can see in a picture, make predictions and answer level 1 and 2 questions	All children are working at ARE in reading when they exit F1 (secure 30-50 months)
<b>Developing the home environment</b>	All pupils, targeted support for EYPP pupils	Transition meeting Phonics keyrings	£500	Improved Parent attendance at key	Attendance figures for key events minimum

Specific curriculum knowledge e.g. early language or mathematical development		Classroom lending library Focussed workshops Maths, phonics, work packs Additional time with parents and keyworkers Personalised support through the use of Story sacks/busy bags and discovery sacks are sent home termly Engagement of the PEEPS PROJECT		events Parental engagement Parent confidence in support pupils at home Improved partnerships Parents contributing to children's assessment	85% Parents views and opinions Quality/completion of homework 85% at least agree Parent contributions to assessing pupils progress through observation sheets once every half term
<b>Full engagement with the Imagination library programme</b>		Leaflets taken out on home visits New display to celebrate new books and events Attend Imagination Library training sessions and networks Weekly story time for parents Breakfast and book events throughout the year Visits to local library		All adults feel confident to support parents and pupils with early reading Develop a love for reading Ensure all pupils have access to quality books at home	Pupils are able to retell key features of a story  Pupils enjoy listening to stories and are exciting by books  All pupils are signed up to Imagination Library and local library

<b>Widening life experiences for the children and family</b>		Engagement of the PEEPS PROJECT	£100		Pupil progress Pupil confidence Pupils are school ready and settled
Subsidised school trips		Wider opportunities to attend and extended curriculum		Pupil's health and wellbeing	
Free breakfast club/after school extra-curricular activities		Offer subsidised places/fully funded		Opportunities for pupils to pursue and develop own interests Improved attendance	Attendance monitoring Pupils attendance is in-line with LA/school targets of 96%
Development of outdoor learning space	All pupils	Large scale play equipment Role Play to engage the boys	£200	Pupil engagement in curriculum Improved Characteristics of learning	Feedback from pupils/parents Improved outcomes in physical development with a focus on fine motor Narrowing of the gender gap by 25%
Engaging curriculum	All pupils	Investment in ICT equipment	£500	Pupils are engaged in curriculum through use of ICT	Pupil's confidence to use ICT to support and develop learning independently 75% of pupils achieve LG Technology

Spending focus	Impact and how it was measured	Future developments
EEF research shows that initiatives in Communication and Language approaches have high impact for low cost, based on extensive research evidence. (+6months) All of our approaches have the opportunities to	All pupils to make accelerated progress from their starting points, a minimum of 4 sub-band levels in C&L	Continue to work on questioning skills and opportunities to develop S&I

<p>develop C&amp;L across the curriculum in school and at home.</p> <p>See <a href="https://educationendowmentfoundation.org.uk/resources/early-years-toolkit/">https://educationendowmentfoundation.org.uk/resources/early-years-toolkit/</a></p> <p>Communication and language approaches emphasise the importance of spoken language and verbal interaction. They are based on the idea that children’s language development benefits from approaches that explicitly support talking, verbal expression, modelling language and reasoning. Communication and language approaches used in the early years include reading aloud and discussing books with young children, explicitly extending children’s spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds. Approaches usually involve an early years professional, nursery teacher or teaching assistant, who has been trained in the approach, working with a small group of children or individually to develop spoken language skills.</p> <p>Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year.</p> <p>Parental engagement activities have been proven to have a moderate cost with an impact of +5 months</p> <p>The ELKLAN program has been reviewed and assessed as an effective program to develop S&amp;I (see what works.gov website)</p>	<p>All pupils to be working at ARE in C&amp;I</p> <p>All pupils to be confident in speaking to familiar adults and peers</p> <p>All pupils to be making purposeful marks and confidently able to write their names using the correct pencil grip</p> <p>All pupils to be level 2 in Elklan blank levelled questioning</p>	<p>Continue to develop fine motor and research/ implement strategies to the boys</p>
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