



# Early Years Pupil Premium (EYPP) Annual Review

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Name of EY provider	Manager's name	Manager's signature	Date
Hazeldene School	Jo Sumner	J Sumner	17/9/18

Chosen Strategies What was the funding spent on this academic year? (Sept-July)	Cost of Strategies Please provide costings £	Impact of Strategies How has each strategy improved learning outcomes for the children receiving EYPP funding? Please provide detail, including learning and progress of individual children and small groups.	Evaluation of Strategies How effective were the chosen strategies? How will these be developed further? What next?
<p>Autumn 2017</p> <p>Home Visits to develop relationships with families and to get an understanding of the home life of the child</p> <p>Purchasing of Core Books</p> <p>Phonics and Early Reading workshops</p> <p>Numeracy Workshops</p>	<p>£200 for Teacher and TA cover in class.</p> <p>£100 on phonics books</p> <p>£100 for Teacher cover in class</p> <p>£100 for Teacher cover in class</p>	<p>Home visits helped with the settling in process as the children were able to see their key person and other staff members, interacting with their family in their own surroundings.</p> <p>This provided some commonality between the old environment and the new one.</p> <p>Progress has been made in Literacy and the early language development including their spoken language skills.</p> <p>Has developed number skills and improved the children's knowledge and understanding of early mathematical concepts.</p>	<p>The children came into N and EY and settled very quickly. There were positive relationships built with the parents before the children started school. The staff had a good knowledge of the family circumstances.</p> <p><b>What next?</b> Extra visits with the Key Person</p> <p>The children had some familiarity through books.</p> <p><b>What next?</b> Loan Libraries</p> <p>The parents interacted well with both phonics and Maths workshops. <b>What next?</b> Parents invited into school to observe maths and phonics lessons.</p>
<p>Spring 2018</p> <p>Phonics resources sent home.</p> <p>Small group phonics intervention</p>	<p>£100 for photocopying, laminating and printing.</p> <p>£200 for TA to lead small group work.</p>	<p>Developed the children's knowledge of the alphabet and letter sounds.</p> <p>Has improved the children's knowledge of letter sounds and their ability to blend and segment as well as write the letter sounds.</p>	<p>The children made good progress in both reading and writing. <b>What next?</b> Training in Sounds Write for Nursery staff.</p> <p>The children have benefitted from small group phonics teaching. <b>What next?</b> Embed Read Write</p>

<p>Daily reading to an adult</p> <p>Weekly what we are learning sheets sent home</p> <p>EY PSGs focusing on reading areas/writing areas and developing writing</p> <p>Accreditation EY Mark</p>	<p>£300 for spring term for TA to hear readers</p> <p>£100 for photocopying and printing and laminating.</p> <p>£300 on resources to develop reading and writing areas.</p> <p>£200 for accreditation mark</p> <p>£200 for class teacher cover</p>	<p>Has developed the children's fluency in blending sounds and recognising key words.</p> <p>Parents are aware of what we are working on in class and are more able to support their children's learning.</p> <p>Staff had more awareness of how to develop interesting and motivating writing and reading areas.</p> <p>An 'outside eye' was cast over the practice and developments were identified from analysis of data collected.</p>	<p>Inc for Nursery staff</p> <p>The children made good progress with both blending and segmenting. <b>What next?</b> Nursery children to work with EY children if ready during phonics lessons.</p> <p>Parents had a clear understanding of what their children were learning each week and how to support at home. <b>What next?</b> Dojo weekly working walls and phonics websites to use at home.</p> <p>The staff implemented changes, planning became tighter, Next steps were clearer for children. <b>What next?</b> Look at the provision for physical play in the outside area.</p>
<p>Summer 2018</p> <p>Signposting parenting programmes/providing information</p> <p>Play Therapy</p> <p>Financial support with summer trips</p> <p>Breakfast Club</p> <p>Before and after school Club</p>	<p>£100 on photocopying, printing and laminating.</p> <p>£300</p> <p>£60</p> <p>£80</p> <p>£200</p>	<p>Parents had more information on courses to support parenting such as Triple P. These approaches encouraged parents to read and talk with their children at home and participate in activities in the early years setting.</p> <p>Children benefitted from weekly Play Therapy which taught self-regulation.</p> <p>Had a positive effect on social interactions, attitudes to learning and learning itself.</p> <p>Developed children's social and emotional skills. Improved the ways in which the children interact with their peers and other adults.</p>	<p>Parents had a clearer understanding of what was available to support them with parenting and issues they were finding at home. <b>What next?</b> Signposting parents to courses which are running in local centres/schools.</p> <p>Children benefitted from weekly sessions which began to teach self-regulation. <b>What next?</b> Continue with weekly sessions.</p> <p>Children benefitted from the social interactions. <b>What next?</b> Continue to offer Breakfast club</p> <p>The children benefitted from the social interaction and made good relationships with the staff.</p>

**It is recommended that settings collect case studies of impact for individual children (anonymised) for your own evidence.**