**Edith Kerrison Early Years Pupil Premium: Impact on Children’s learning 2017/2018**

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| **What will the money be spent on?** | To fund an EYP (1 day) to work with identified children’s parents to develop their knowledge and understanding of how they can be involved in their child’s learning through a 10 week programme (PICL – *Parents involved in Children’s Learning*).To part fund an HLTA to sustain and develop leadership of involving parents in their child’s learning to ensure engagement of all target and vulnerable parents in parent programmes/workshops that meet their family’s needs. |
| **Why have we chosen this?** | We recognise parents/carers are children’s first educators. Children in the nursery spend the majority of their time with their parent/carer. It is from parents children learn most in the early years. We believe Parents who are involved in their child’s learning give their child a greater opportunity to reach their full learning and development potential. When parents and professionals work together children benefit. Research and findings from the Education Endowment fund and EPPSE project show that it is not who your parents are, or how rich they are that matters, but what they do with you. Our own school data shows children from families on a low income have starting points just below expected for their age. This is intended to be an inclusive intervention which other parents can also access to make a difference not only to children from families on a low income but also the wider community. |
| **How much will it cost?** | Income was £4467.90Annual parent conference with parents delivering £58EYP to deliver PICL one and a half days a week £4172HLTA extra costs £3’824 (1/3 of time proportioned)PICL consumables £500Potential c/fwd debit £4086.1 |
| **How will children/ families and the setting benefit?** | The home learning environment is strengthened because parents have a better understanding of their child and plan activities that they enjoy to support and extend their learning.Children will be happier, confident and emotionally strong because parents have a better understanding of how to support their child’s well-being. Children and parents have improved parent child interactions and relationshipsOther parents can also access and thereby networks of parent friendships and parent well-being are developed across the school.Children’s achievement is enhanced because there is collaboration between home, school and community.All staff have access to ICT equipment to capture and share children’s learning with parents |
| **What difference did it make?** | Our EYPP achievement report is provided at the end of the document and outlines children’s starting points and the amount of progress they made and their attainment at the end of the year. |
| **How will we build on it?** | Outcomes show we have spent the money effectively this year. PICL continues to be a successful intervention that has given children who need it most as much opportunity as possible to make above expected levels of progress and to be ready for their next stage in education. Next year the programme will be led and overseen as part of the Children’s Centre Family Support Worker’s role. The Family Support worker will sustain and develop leadership of involving parents in their child’s learning to ensure engagement of **all** target and vulnerable parents in parent programmes/workshops that meet their family’s needs. |

**EYPP Achievement Report**

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| **Aspect of learning** | **Making relationships** | **Self -confidence and self -awareness** | **Managing feelings and behaviour** | **Listening and attention** | **understanding** | **speaking** | **Moving and handling** | **Health and self - care** |
| **On entry attainment averages** | 22-36S  | 30-50B | 22-36S | 30-50B  | 30-50B  | 22-36S | 30-50B  | 30-50B |
| **On exit attainment****averages** | 40-60D | 40-60D  | 40-60D | 40-60D  | 40-60D  | 40-60D | 40-60D  | 40-60S |
| **Progress average** | 5 | 4 | 5 | 4 | 4 | 5 | 4 | 5 |

* On average children from families on a low income have starting points in line with expected stages of development and learning
* When children leave the nursery they have attained a good level of development and learning in all aspects of the prime areas of learning
* **The EYPP children have made above expected levels of progress in all aspects and almost twice expected levels in many aspects**
* 12 out of 14 parents of EYPP children’s parents attended parent workshops and 7 out of 14 committed to attending the 10 week programme PICL
* All EYPP parents have engaged in their child’s learning through attending nursery events, celebrations and educational visits as a result of school expectation, encouragement and support