

## Edith Kerrison Early Years Pupil Premium: Impact on children's learning 2015/2016

<b>What will the money be spent on?</b>	To part fund a EYP (1.5 days) 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 – <i>Parents involved in Children's Learning</i> ). Annual training conference for staff to give all staff access to training on the most current national and local initiatives.
<b>Why have we chosen this?</b>	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. We want to ensure staff receive annual additional training through a bespoke nursery school conference with keynote speakers that are highly credible and inspirational experts in their fields.
<b>How much will it cost?</b>	Income was £7019.05 Annual training conference for staff £500 Annual parent conference with parents delivering £880 EYP to deliver PICL one and a half days a week £5569 PICL consumables £70.00
<b>How will children/families and the setting benefit?</b>	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 relationships Other 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 greater awareness of the importance of provision for high quality interactions, emotional well-being, movement and brain development and the new Ofsted framework. All staff have access to ICT equipment to capture and share children's learning with parents
<b>What difference did it make?</b>	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. See appendix 1 at the end of the document.
<b>How will we build on it?</b>	Outcomes show we have spent the money effectively this year. PICL has been 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 SLT will begin to use STEW All staff will attend an annual training conference to deepen their understanding of the impact of children's well- being on their health, learning and development and the success's and impact of local initiatives.

	AN HLTA post will be created 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.
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### EYPP Achievement Report

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
<b>On entry attainment averages</b>	30-50B (12.7)	30-50B (13.2)	22-36S (12.1)	30-50B (12.7)	30-50B (13)	22-36S (12.3)	30-50B (12.8)	30-50B (13.2)
<b>On exit attainment averages</b>	40-60D (17)	40-60D (17.1)	40-60D (17)	40-60D (17)	40-60D (17.5)	40-60D (17)	40-60D (17.4)	40-60S (17.6)
<b>Progress average</b>	4.3	4.3	5	4.5	4.5	4.9	4.6	4.3

- On average children from families on a low income have starting points just below expected stages of development and learning
- When children leave the nursery they have expected stages of development and learning in all aspects of the prime areas of learning and above expected stages in the aspect of health and self-care
- **The children have made above expected levels of progress in all aspects**
- 100% of EYPP children's parents attended parent workshops and 54% committed to attending the 10 week programme PICL