**EYPP – Autumn Report September 2022**

I**ntroduction**

Early year’s pupil premium (EYPP) is for the children that are entitled to extra funding due to their financial situation at home. Willow nursery school receives the funding which is for each child which is currently £100 per term. This money is to be spent on these EYPP children for them to have quality time together as a group or as individuals using different teaching methods. At the beginning of the year there were two children taking part. In the summer term there were six children who were receiving EYPP and taking part in the programme with Mrs Brinkley.

**Findings**

This year in writing this report for the EYPP programme I feel it has been yet another challenging year. This is hugely due I feel to the after effects of Covid with relation to child absences and staff illness within our setting. I have not always been able to work with the children every week. When I have supported the children I have spent longer providing quality time and support within their learning process so they have a huge sense of wellbeing when they leave the session.

**Take home activity resources**

This year the two children in the Autumn term both had different interests. I this year tailored the EYPP programme to these two children and their specific interests so the experience was interesting for them to want to learn more each week we met. One of the children had limited mobility and gross and fine motor needs that I also had to take into consideration when planning on the activities each week.

Each week before the session started I would ask the children how they had used the activity resource they had taken home the week before with their grown-ups. One of the children I asked could not speak to me about what they had done as they had no language. So myself and the child would use body language and noise to communicate together each week. The sessions took place this year in the staff room as I wanted to create a quiet safe place where no other children could interrupt the session. Within our nursery at times it is difficult to find such spaces so this worked really well this year even in the summer term when there were 5 children taking part together in here. The children enjoyed going somewhere they wouldn’t normally have been. The sessions took place in the morning session after Forest School on a Wednesday morning. One of the children came in the afternoon and was supported by a member of staff. In order for this child to receive the EYPP session from myself me and my colleague swapped roles and again I used the staff room to share the weekly activity with the child which again worked really well.

Some of the activities that we shared together were colouring sets, interactive books, a phonics book set, lego, puzzles, playdough, musical instruments, maths games to name a few all tailored to the child.

In the summer term when there were four more children who joined the morning session with myself. These weeks together we took part in a wide range of games together. We also shared books together in the library which attracted other children to join in too. Mrs Brinkley would have a choice of two games each week for the children to decide together as a group which game they wanted. Quite often it was the snail game as this was a firm favourite with all of them. Some of the other games we took part in were the ladybird game, dotty dinosaurs and the shopping list game. The children would ask to play again once we had finished so of course we did.

**Children’s view**

The view of the child is of course very valuable to me as a Practioner as it makes the whole EYPP experience special for them and is tailored to their needs within their learning. The child’s feedback each week helps me to evaluate what has worked well and what I can plan for the following week and year. Some of the comments I have received back from the children were, ‘I played the lego with my brother’, We did some more stickers at home’, I love the snail game’, ‘I’ve got this game at home’, ‘thank you see you next week’. The child with no language would nod, laugh, sign or make sounds to show me they were happy and enjoying the session which I valued.

**Parent View**

I received parent feedback from the two parents that started at the beginning of the year. I sent them a questionnaire outlining what we had worked on this year and informing them that any feedback I receive back form them is very important to myself in the planning process for the following year. It is good to reflect on their opinions of the programme.

The child’s parent with the limited mobility and communication valued all of the take home activities and said overall they have found the programme outstanding. ‘I found them very useful for X’s development and matched perfectly to X’s needs’.

The second parent again valued all of the take home activities and said the programme was outstanding. Their comment was ‘ Y really enjoyed the making activities. Enjoyed it all but lacked interest after a while in books and puzzles. Playdough was a major hit! The mosaic set was a firm favourite we copied templates as loads of stickers were left over’.

**Assessment records**

On looking at the assessment records for this year it shows that all the children that took part in the programme have made progress. Three children are leaving secure within the EYFS , one developing and two are emerging within the framework. The two children that are emerging one has limited mobility and communication and has made progress. The other is of a younger age and is still attending the nursery so will continue on the programme this upcoming year. One of the secured children had missed many sessions with myself and nursery and has still made significant progress which is very good to see that their learning has not been affected.

**Conclusion**

From reflecting on this past year I can see that the programme continues to be a success with the children it supports and the families that experience it. With myself as their learning guide the children feel at ease within the sessions and find it an enjoying experience whilst learning new and interesting things.

The children leave the sessions happy and have a high level of well-being and self-esteem which is an essential part of them taking part in the programme to enable to promote this and build on it together at home and at school. Some of these children may have difficulties with this or have a low self-esteem to start with so we build on this together week after week.

The challenge this year for me has been helping the child with limited mobility and communicated and being able to adapt and learn from their selves and from how we work together. We accomplished this remarkably well, for then for a parent to confirm this in their review makes what we have achieved a great partnership. Parent involvement and working alongside parents and carers is key to this EYPP programme being the success it is year after year. These children need that extra boost and it is evident from the reactions I get that it works and it continue to work well year after year.

Mrs L Brinkley EYPP Coordinator