**EYPP – Summer Report July 2018**

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 needs 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 was one child taking part but towards the end of the year there are now three children who are receiving EYPP and taking part in the programme.

**Findings:**

**Take home learning resources**

When I started the programme back in the September 2017 there was one child that was eligible for the EYPP extra funding. As the child had had an older sibling take part in the previous EYPP Programme we decided to adapt the take home resources to this individual child. The child was really into dinosaurs and animals so the resources were brought with this in mind. The sessions ran for ten weeks and LBr and the child used the resource together at school and then they could take it home to keep with their grownups. Some of the activities included monster bingo, counting Dino-Sorters, Dinosaur Race game Harry and the Dinosaurs ten book set. The child was motivated every week to learn a new activity and the fact that they would be able to take the resource home to share together with their grown-ups. The child needed to work on their colour and number recognition and the resources supported this each week.

**Cooking Activity**

I made the cooking experience different again this year as I try to build on the skills the children have in order to push them further within their development. The children used recipes from the cbeebies cookbook called ‘I can cook’. The recipes are very clear to follow for the adult and for the children it has many pictures to show them the different stages of cooking. The cooking lessons ran over ten weeks and they used a wide range of fresh, frozen, dry, tinned, ingredients for the recipes. The children cooked the recipes at school by using either a cooker or microwave. Some of the weeks LBr sent the cooking home for the children to cook with their grown-ups together. LBr sent the cooking home wrapped up and either on a baking tray, in a bowl, or container with the cooking instructions attached so the adults knew how to cook the recipes at home. There were two children at the start of the cooking lessons who loved it. They helped with the washing up and tidying away each week, tasted the cooking all the time and were happy to take part in whatever the recipe was. They were proud of what they had learnt and happy to take their cooking home to share. One child that joined the cooking group later on in the term lacked confidence and had a low self-esteem. They did not want to join the group and it took LBr some persuasion for the child to take part. After a few weeks the child was happy to join in and take part within the group and even started to taste the cooking whereas before the child was reluctant to do anything in the lesson. The children again learnt how to stir, rub, roll, mix, snip, crumble, and squeeze their cooking to achieve the end result.

**Forest School**

This year I have been fortunate to receive training on becoming a Forest School Leader. This has meant that I have been able to deliver some lessons in Forest school teaching to the three children on the EYPP programme. The lessons ranged from making natural headdresses to going on a bug hunt, creating sun catchers and finding natural materials around the Catkins garden. They created bird houses to take home to use in their own outdoor space. The children have learnt a new and exciting concept of outdoor learning and each week we have built on their interests from the previous week. For example the first week when we made our headdresses one of the children found a small insect on the ground. The children were so intrigued by the insect that the next week LBr took the children on a bug hunt around the garden to explore the ground and talk about objects that we could find together. The Forest School ethos will continue at Willow next year as it has been very successful for the children taking part improving their knowledge and understanding of the outdoor areas at Willow.

**The Zoo Trip**

The Zoo trip is the highlight of the year for the EYPP children and it is seen as a celebration of them taking part in the programme. On the trip this year the three children explored the Zoo with two senior staff at Willow. The children enjoyed lunch, a ride on the train an ice cream and when we left the Zoo we visited the Zoo shop so the children got to choose a toy and lollipop before we left. We had very tired children by the end of the day as they fell asleep on the way home, a good sign they had enjoyed it.

**Children’s View**

Throughout the EYPP experience this year the children have been interested in all the activities and lessons we have done together. The children have encouraged each other and helped each other as a team. On asking the children what they have enjoyed this year the Zoo trip is always top of their list. Child A ‘I liked the tigers’ taking about the zoo. Child B ‘It was really noisy’ taking about the new sea lion baby at the zoo. Child C when asked what they liked best they said ’giraffes, and water’. They also are proud of the cooking they have achieved at nursery and to share it at home.

**Parent View**

‘Child A has really enjoyed cooking and bringing home the activity kits and sharing with his brothers’.

‘The EYPP programme has been fantastic. My son has really enjoyed himself and the trip to the zoo has to be his favourite memory. Thank you so much’.

‘We have found that Child B has shown a lot more interest in the kitchen and always wants to get involved with making and preparing food. Also she is still talking about the zoo trip’.

 **Assessment Records**

 On looking at the children’s assessments Child A at the end of the summer term July 2018 was one point from becoming secure at 40-60. This child A has made average progress throughout their time at Willow and has gained confidence and knowledge on par with the children in their group. The other two children are younger than the child A and will do another year at Willow. At the moment these children are both developing at the 30-50 stage but they have already made good steady progress since the spring of 2018. One child has gained 19 points and the other 23 so they are both developing above average.

**Conclusion**

As it comes to the end of another EYPP year I am proud to say it has been another successful one. The children have worked well and the parents have been very supportive of the EYPP programme which helps the children develop further. The small changes I make each year to the programme keep the programme refreshing and the children want to learn new and exciting opportunities that they might not have experienced before. The take home resources are valuable to the child as they cover the seven main areas of the EYFS (Early Years foundation Stage) and keep the child interested in learning at nursery which then continues at home together with their adult support. The cooking again is aimed at teaching the children new skills. As the ten weeks of cooking take place it is rewarding to see how far the children have come on with their confidence and the skills they have learnt together in small groups.

Parental response to me is also so important so each year I devise a feedback questionnaire on the EYPP programme which I ask the parents to fill in. The response from the parents informs me they think the EYPP programme is outstanding and meets the needs of their individual child.

The EYPP programme at Willow supports the needs of the child while building good relationships with the parents/carers. This partnership with parents/carers makes the best possible learning development for the child to build on their confidence and self-esteem and their overall wellbeing is evident to see. This is reflected in the overall progress of the children in their records.