

EYPP grant expenditure: Report to parents: 2015/16



CWA Academy Trust
Collaboration Support Excellence

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	30
Total number of pupils eligible for PPG	7
Amount of PPG received per pupil	53p per child per hour
Total amount of PPG received	£2,092.44

Nature of support 2015/16

Aims:

- To introduce Toddler Sense into our Nursery and Year R classes with the aims to
 - to promote a positive attitude to exercise
 - to keep children mentally alert
 - to develop imagination and creativity
 - to promote social and emotional development
 - to enhance language and communication skills
 - to gain a basic understanding of mathematics
 - to develop an understanding of the world in a fun and energetic way.
- Training and development of a new Early Years Talk Boost Intervention to boost children's language skills and help narrow the gap between them and their peers earlier in their school life.
- Supporting transition into the children's next setting, especially if they are moving to a new

building.

- Auditing our Nursery resources for open-ended resources which encourage collaborative play and development of communication skills.

Record of PPG spending by item/project 2015/16

Item/project	Cost	Objective	Outcome
Introducing Toddler Sense into our Nursery Setting. A trial session to look at long term involvement within our EYFS.	£150	To use the Toddler Sense aims to support our Nursery children in their development across all curriculum areas, improving progress and attainment in the Prime areas of learning.	Most children made good progress across all areas of learning. Children thoroughly enjoyed the Toddler Sense session and parent feedback was extremely positive. Parents attended alongside Nursery children.
Training and developing the Early Years Talk Boost scheme within our Nursery.	£200 Training £460 initial resources £30 additional resources.	To ensure we have trained members of staff, resources available and a timetable of slots when Talk Boost can be carried out.	Two members of staff received training specific to the Early Years Talk Boost and purchased resources that they needed to carry out the intervention. Assessments on all Nursery children have been carried out, timetables arranged and resources organised ready to start the intervention with these children.
Supporting Transition into their new settings at Reception.	£200	To ensure all children feel safe and comfortable moving into their new settings. For SEN/disadvantaged children, visits with their familiar adults to SEN schools to aid transition.	An adult from our Nursery took a child to their new setting to ensure a smooth transition which would cater for their individual needs. All other children received a transition pack with photos of their new settings and spent time in their new classrooms.
Learning bags into Nursery for Home visits.	£150	Language of learning shared with parents and equipment/resources not normally accessed by children provided.	All children received a Learning Bag before they entered into the Nursery with resources that they would use in Nursery. Parental feedback from these was all positive and helped to build parent/school relationships.

<p>Auditing of resources and purchasing of new, open-ended resources which aid development.</p>	<p>£900</p>	<p>To choose resources which will encourage our disadvantaged children to play collaboratively and encourage their communication skills. Sand pit to be refilled – requiring huge amounts of sand to be ordered.</p>	<p>After auditing resources, the Nursery team felt that a new role play resource would benefit the disadvantaged children and encourage their development in this open-ended and flexible resource. Children enjoyed using the new equipment and it encouraged children into this area.</p> <p>Sand pit was filled for children to enjoy the experience of large quantities of sand which they may not have experienced before.</p>
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Performance of disadvantaged pupils

At the Nelson Academy we aim for all disadvantaged children to achieve the same level of academic progress as their non-disadvantaged peers and hence there should be “no gap”.

Over the last year, 2 of children left leaving 5 with a full data set. Looking at our assessments of the Prime Areas in Nursery, 60% of disadvantaged children made expected or better progress across all 8 areas. Most disadvantaged children left our Nursery expected in at least 7 of the 8 areas.

Despite these achievements it remains a high priority for all disadvantaged children to make progress at least in line with their non-disadvantaged peers, and ultimately we aspire for all children for whom the school receives Pupil Premium funding to make accelerated progress.