

2020-2021 EYPP Outcomes

We are very committed to supporting our EYPP children and as such we have initiated a number of strategies to help ensure that we are reaching the most vulnerable families in our Community, including targeted leafleting within the estate, close working with the local Health visiting team and establishing our 'Garden Room' provision for two year olds with two-year-old funding. These children are likely to be eligible for EYPP as they become three and four year olds. These strategies are already impacting positively on the diversity and reach of our school and the 'Garden room' places will ensure that we will be able to offer these vulnerable children a full 6 terms at our school, in part addressing the inequality that has arisen from the 30 hours offer that means that we can no longer prioritise these children for a full-time place.

Research indicates that the optimum time to close the attainment gap for this vulnerable group is within the Early years and that if left unclosed, it becomes progressively difficult to do this, as children move through the education system.

We have a range of strategies in place to support these children in addition to the close monitoring, tracking and provision mapping that is in place for every child.

We give priority to these children where we can in terms of start date, taking them into our 2-year-old entitled provision or starting them in the main school as rising 3s where this is possible

These children were prioritised for places in our Keyworker and vulnerable provision during wider closure of schools, although not all took up this offer.

In addition to this we target these children to additional adult support and to additional family support, as we know that skilful, well-pitched adult interactions has the greatest impact on children's outcomes. This group of children were planned to benefit from more 'out and about' experiences with their families in 2020-21, but this strategy had to be adjusted due to pandemic restrictions. In place of this they were targeted to increased book sharing using a dialogic approach to further support their language development.

Because of the very low numbers of children within this group it would be mathematically inaccurate to look at this group statistically, and so we have looked at the children within this group individually, considered their own unique story and the progress they have made from their very low starting points.

Within the 9 children, 2 had EAL and were at a very Early Stage of learning English. There was a Team Around the Family approach for 2 of the children to support very challenging family circumstances. 5 (56%) of the children had additional, special educational needs. 1 of the children had very poor attendance due to significant health issues and family anxiety surrounding COVID. 5 of the children (56%) had benefited from our Garden room provision and had more than 3 terms with us as a result. 5 were girls and 4 boys.

Despite the complexities of these challenges, all of the children made an average of 3 points of progress or more and left us mainly operating at or just below, typical levels of development, having made very good progress from their very low starting points. 1 of the children, left us excelling, operating above a typical level of development in most areas.

This demonstrates that our highly personalised curriculum, tracking and targeting is effective in closing the gap in development experienced by this group on entry, despite the additional difficulties posed by the pandemic.

Area of focus:

- Continue to raise staff awareness of this group of children and monitor progress, achievement and attainment at regular intervals throughout the year. (Link specifically to the ongoing monitoring of records.)
- These children are flagged and considered at planning and development meetings.
- Continue to consider what interventions are best suited to which individual children according to learning styles (highlight through provision mapping.)
- Continue to track these children and ensure that they are 'held in mind' in professional conversations, planning and curriculum delivery.
- Continue to embed a research led strategy that focuses on ensuring that every child meets their full potential and that disadvantage does not limit aspiration.