

# Early Years Pupil Premium Strategy - 2021-2022

We plan to use EYPP funding for 2021-22 to support children and families by modelling a dialogic approach to sharing quality picture books in the Autumn term during settling and then, from the Spring term to build on this by taking children and families out into the local environment, supporting families in understanding how to develop their children's active listening and early language skills. Each of these sessions will introduce and build on the children's knowledge of rhyme and song and will incorporate interactive story sharing, modelling a dialogic approach to sharing quality picture books. These 'Walk and Talk sessions' will build a rich vocabulary through exciting, firsthand experiences and will be targeted to children and families who will benefit most from building their confidence together. Next Review: July 2022

## Costing and breakdown

Small group and 1-1 , additional book sharing opportunities with children and families throughout settling and the Autumn term then Walk and Talk session, each week from Spring term (following settling). Each session for up to 4 children and 4 parents (small groups to enable greater support and modelling and to ensure social distance during the pandemic is always supported.)

Additional children with 2-year-old entitlement to join the group with their family and key person.

L3 Nursery Nurse half a day a week for the academic year to lead on the project. (3 children and parents each week.) £1772.00 per term .

Volunteer(s) to accompany sessions.

Additional resources, equipment and groceries £200 approximately

**Total annual cost: £ £5,516**

This project will be partly funded by the EYPP funding allocated to the school and partly from a charitable donation from Chelwood House For Families.

We are intending to extend the 'Walk and Talk' strategy to include children and families who are in receipt of two -year old funding. This is because we know that research shows that the vocabulary of a child at 2, predicts how well that child will behave and manage their emotions at 6, and also predicts how well they will read at 11. (Goss J, 2019) (Ferdinand, Marchman and Weisleder, 2013.)

This will be at no further cost, as Key people will accompany their key children alongside families.

## Purpose

This strategy will address the 'word gap' for disadvantaged children, by providing opportunities for children and families to learn together in an outdoor, natural environment and develop socially, emotionally, physically and linguistically through playful first hand experiences, maximising the opportunities for high quality talk and interactions.

Close family working and strong, trusting relationships established through this project, will support the development of a bespoke family learning strategy focusing on strategies for active listening, following your child's interests and motivations, the importance of song and rhyme in early language development.

Research shows that by the time children reach the age of three, there is already a significant 'word gap' between economically advantaged and economically disadvantaged children. On average economically advantaged children know 1100 words, whilst economically disadvantaged children on average know 500. This 'word gap' becomes increasingly difficult to close if this has not been achieved by the age of 5. (Hart B and Todd R. (1995). At Chelwood Nursery School we are totally committed to closing this gap and addressing this inequality, and this strategy is part of our commitment towards doing this.

We know that numbers of children experiencing difficulties in their early language development seem to be increasing currently across the UK. Nearly 75% of health visitors report that they have seen a significant increase in children with speech and communication delay over the past 2 years, and 97% of Headteachers in a recent survey, reported speech, language and communication as being the most significant barrier to learning on entry to Primary School. (Goss J, 2019) (Snow, K, 2013 cited in NAEYC blog October, 2020.)

Data for children On-entry to Chelwood in September 2020, and from previous years evidences this trend, across all strands of the children's development.

**Listening and attention (2020)- 88% below** – a typical level of development.  
(2019-65% below,2018-86% below, 2017- 53% 2016-56% 2015- 22% below.)

**Understanding (2020) – 35%below** a typical level of development,  
(2019- 59% below. 2018 85% below, 2017 52% 2016- 60% 2015-20% below. )

**Speaking (2020) – 79% below** a typical level of development.  
(2019-73% below,2018-91% below, 2017- 66% 2016-69% 2015- 34% below a typical level of development)

Children in receipt of EYPP are disproportionately represented in these figures.

Research shows early language development to be the most significant factor in influencing literacy levels the age 11 and that children with poor skills at 5 are 6 times less likely to reach expected levels of development at 11. (Goss J, 2019). In addition research demonstrates that the

frequency and quality of adult-child interactions is highest outside (Bilton H,2012).

### **How impact is being documented**

Staff and family observations and scaffolded discussions about their children's early language development feed into tracking of progress on an individual as well as cohort level using data tracking system.

These observations will be used to assess where EYPP children are on entry to nursery and then track them termly.

Family confidence in supporting active listening and early language development, developing a love of books and stories and in making the most of the free opportunities in the local community impact on children's progress and development across all 7 areas of learning. This will be reflected in family feedback and through our data analysis.

More of our targeted families will confidently engage with our 'Show and Tell' provision and contribute to their 'Look What I Can Do' books as a result of building their confidence with simple and accessible shared experiences. This feeds into review meetings and supports personalised curriculum development effectively.

### **Outcomes**

Families will feel empowered to support their children's early language development and early reading. Their self-esteem and their child's confidence will grow as a result.

Families, particularly those who feel isolated and who live in high-rise flats will feel confident to access local green spaces which will impact on their quality of life and on their children's development.

Children's social communication will increase as will their vocabulary. All aspects of Early Language development including listening and attention, return and serve conversations, understanding language and vocabulary, will develop rapidly.

Children will be confident in using song and rhyme and show a love for and engagement with, quality picture books and stories. Families will feel supported in using these rich resources to support their child's learning at home.