

EYPP report 2020-21

At Peter Pan Nursery School, we are committed to supporting our children who receive EYPP. There is a lot of research to show that the best time to close the attainment gap for this group of children is in the early years; if it is not closed at this stage, it becomes increasingly difficult to do so as children move through their education.

We monitor all children closely to ensure we are meeting their needs as individuals, and our children with EYPP are added to our provision map; this is how we track the effectiveness of the additional support and challenge we put in place. Some of the experiences we planned for this group of children had to be adjusted because of the pandemic restrictions. In particular, we were unable to carry out walks and visits in the local community, or to have visitors into the nursery.

During the year, we had up to 22 children in receipt of EYPP at any one time, and a total of 26 across the year. Four of the children were with us for a very short time (less than a term). Of the 26, a significant number had English as an additional language; the remainder fell into the following categories: SEND, Looked after Child; Family Support Worker input and additional support for managing feelings and behaviour.

The additional support we offered the children in this group included the following:

- Additional key person support for nine of these children (of whom four had EAL), as we know that extra time with an adult who knows them well will develop their wellbeing, interactions, speech and language and so their learning across all areas of the curriculum. The majority (six) made expected or better progress with their speaking.
- A daily shared story with an adult for 12 children, to provide nurture and develop language and literacy skills, including the structure of stories, learning new vocabulary and attention. Eleven made expected or better progress with their literacy skills.
- Nine took part in small-group turn-taking and social activities to support them to cooperate with each other, learn the back-and-forth nature of interactions and enjoy spending time with each other. All made expected or better progress in Managing feelings and behaviour.
- Exploring the sensory room to enhance their focus, observation skills and develop their language. This also provided nurture in a quiet, calm space for those who needed it. Four children benefited from this intervention – three of these made better than expected progress with their speaking, and two made expected progress.
- Forest School activities to develop, among other skills, self-confidence, resilience, problem-solving, assessing risk, physical skills, working together, language, creativity, imagination, etc.

- A range of strategies for those with English as an additional language, including the use of visuals, clear and consistent language and pre-teaching, particularly for literacy and maths. Staff also learn some basic words in home languages to help children to settle in – this helps to ‘break the ice’ by supporting the children to feel secure as well as helping them to become familiar with routines, expectations, where the toilets are, etc. Of these 17 children, 11 made expected or better progress.
- Covid 19 and family anxieties around the risks of the pandemic had a significant impact on the children’s attendance during the year, which in turn had an impact on their progress and attainment.

	£	No. of children
Autumn 2020	£1,906	19
Spring 2021	£1,704	22
Summer 2021	£2,147	22
	£5,757	