



## Effective use of Early Years Pupil Premium at Longmoor Primary School

*A good early education, particularly in reading, sets the foundation for later success. There is a strong statistical relationship between early childhood experiences and a range of life outcomes, from educational success to well-being and good health.(Ofsted Strategy: 2022-27)*

Leadership Team	Teaching, Learning and Assessment
<ul style="list-style-type: none"> <li>• Professional development of staff through networking, CPD.</li> <li>• CPD opportunities to date for staff Mental Health in EYFS, SEND and Developing understanding of Mathematical Concepts (Buy in S45).</li> <li>• Allocate the most experienced staff to the funded children.</li> <li>• Buy into a quality Speech and Language programme.</li> <li>• Develop strong links with other professional services e.g. health visitors, social care, speech and language.</li> <li>• TCH monitor which parents staff talk to on drop off and collection - are there any parents staff do not talk to? How can this be improved?</li> <li>• Develop materials helpful to parents e.g. information on ideas for healthy lunchboxes, dental hygiene and exercise.</li> <li>• Ensure all staff are aware of children's next steps for learning.</li> <li>• Rigorous monitoring by senior staff of accuracy of assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Sharp focus on teaching early reading e.g. RWI phonics.</li> <li>• Reading Challenges.</li> <li>• Early reading activities e.g. 'Talk for Reading.'</li> <li>• Lending library to develop the importance of reading and language with parents.</li> <li>• Develop links with the local library, library bus etc.</li> <li>• Provide speech and language support groups e.g. Speech Link and Infant Language programme.</li> <li>• Buy in additional services e.g. weekly therapy dog.</li> <li>• Purchase / make resources to support learning e.g. number sacks, language cards.</li> <li>• Develop outdoor learning including Forest School.</li> <li>• Accurately assess children's starting points on entry.</li> <li>• Identify SEND needs early on and seek appropriate support.</li> <li>• Assess progress frequently throughout the year and provide appropriate interventions.</li> <li>• Include projects/WOW days to increase Cultural Capital.</li> </ul>
<p><b>Personal Development, Behaviour and Welfare</b></p>	<p><b>Links with Families</b></p>

<ul style="list-style-type: none"> <li>• Improve fitness levels of children e.g. increase physical activities and introduction of PE scheme.</li> <li>• Provide trips and visits within the local community and beyond.</li> <li>• Integrate effective practice of whole PSHE programme- links to self-expression / self-regulation.</li> <li>• Provide excellent transitions into the setting, within the setting and when leaving to attend another setting / school.</li> <li>• Work to raise children's aspirations e.g. talking about what they could be when they grow up, visits from professionals.</li> <li>• Teach 'metacognitive' strategies e.g. listening skills.</li> <li>• Support the development of healthy peer relationships e.g. through team work activities.</li> <li>• Teach 'self-regulation' strategies e.g. what to do if cross.</li> <li>• Invest in resources to support the emotional environment e.g. feelings masks, puppets, emotions tree.</li> <li>• Buy in additional services e.g. a 'Pets as Therapy' or the 'Read to a dog' programme.</li> <li>• Include projects/WOW days to increase Cultural Capital.</li> </ul>	<ul style="list-style-type: none"> <li>• Appoint an EYPP Champion for the setting to liaise with parents etc.</li> <li>• Provide workshops for parents on how to support their child at home e.g. read a bedtime story, provide a consistent routine.</li> <li>• Make home visits when children start at the setting and at other points in the year if requested.</li> <li>• Promote early engagement with families from the 'settling in' visit.</li> <li>• Develop 'authentic' relationships with parents and not only open mornings, parents' evenings etc. In depth knowledge of every child and family. Taking time to talk to families.</li> <li>• Provide parents up to date assessment of child's learning journey on Tapestry.</li> <li>• Strengthen communication and provide useful information via Dojo.</li> <li>• Provide curriculum drop-ins and visits for parents to support their child's learning at home.</li> <li>• Provide support groups for parents including a focus on their own wellbeing. A well parent = a well child.</li> <li>• Organise trips and visits to include families.</li> </ul>
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<b>Measuring impact</b>	
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<ul style="list-style-type: none"> <li>• Tracking progress of individual children.</li> <li>• Tools to track progress in a particular area e.g. Otrack and pupil progress meetings.</li> <li>• Samples of children's work over time through photographs, written work produced etc.</li> <li>• Feedback from parents, children, other professionals who visit the setting / school.</li> <li>• Reports from professionals visiting the school.</li> <li>• Tracking attendance.</li> <li>• Monitor Dojo and Tapestry visits/responses.</li> <li>• Pupil voice.</li> </ul>	
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