

EYPP Governors Report

CURRENT EYPP ANALYSIS OF GROUPS

Little Hayes DECEMBER 2025

Whole School - 43 out of 88 (49 %) children are in receipt of EY Pupil Premium funding

3-4's OAK – 29 EYPP/15 EAL/13 SEND (7 FUNDED & 5 NON-FUNDED) 1 CIC

Speedwell DECEMBER 2025

WHOLE SCHOOL - 21 out of 66 (32%) children are in receipt of EY Pupil Premium funding

3-4's OWLS - 11 EYPP/24 EAL/ 10 SEND (9 FUNDED 1 NON-FUNDED)

Initial assessments and monitoring for the children prior to any interventions.

We have completed our first assessments for end T2. This is a baseline that enables us to monitor children's progress from their starting points and is measured using our LH&SW and Wellcomm Assessment tools. The LH&SW Assessment Tool monitors the children's progress related to ARE (Age Related Expectations) across all curriculum areas. The Wellcomm Assessment Tool specifically monitors CL (Communication and Language) progress. These assessments alongside the detailed knowledge of each child through Keyperson relationships with children and families, informs the strategies we identify to support our EYPP who may experience socio-economic disadvantage. This support is extended to consider wider inclusion groups, that may be adversely affected and experience disadvantage. These wider groups include for example; SEND, families with social care support, Children in Care, EAL, refugee new arrivals or families with a history of ACES's.

Rationale for some proposed and actual interventions

From analysis of successful strategies employed in 24-25 and in consideration for the current cohort EYPP funding is used to prioritise support for children's learning in the following areas;

C&L Joint attention and listening skills (social communication skills)/ Language comprehension (vocabulary)/ Phonological awareness (Ready to read)

PSE Group participation - Learning to learn in a group (social communication)

Children identified below ARE in C&L by Wellcomm Screening

- Whole Class Language Targets identified to ensure all children stay within the ARE for CL. This is implemented throughout the day.
- Wellcomm (language comprehension) and Letters and Sounds (phonological awareness) planning ensures there is a weekly language and phonological awareness focus (i.e rhyming) shared with all practitioners.
- Children are given opportunities to consolidate learning through continuous provision and enhancement planning. Increased staff ratios are utilised to ensure supporting adults are available to support identified children who have individual language and PSE targets.
- Children have individual targets if they are just below ARE so can make accelerated progress or they are significantly below and need long term consistent support to maintain good progress to enable access to the wider curriculum. These children are given extra 1:1 or small group adult support times, woven throughout the day, to support their gaps in language acquisition. This may take the form of playing alongside, following a child-initiated play where opportunities are taken for the adult to scaffold the language structures 'in the

moment' or it may be a planned enhancement that provokes practice of language structures the child or identified group of children need to practice.

Children Identified below ARE CL/PSE through SW&LH Assessment Tool

- Interventions are identified for individual or groups of children to ensure that they are accessing the curriculum appropriately to their needs and to ensure good progress from the starting points. Examples of interventions include, intensive interaction time, attention autism (bucket time) to support join attention and listening skills. Allocated taking turns experiences supported by an adult to support social communication skills.
- Responsive enhancement planning (informed by our team learning conversations) to support PSE and social communication interactions.
- LH and SW share support and professional development from a EY specialist music teacher and this has had a very positive impact on the children' confidence and enhanced their experience of group participation that has impacted positively on whole and small group learning times.

SEND

- Early identification of children who need special provision and differentiated approaches to access the curriculum and make intended progress from their starting points
- Individual support plans for children identified as SEND FUNDED or NON-FUNDED
- Targeted and timely support by enhanced adult ratio to ensure support and progress for every child in consideration for their individual targets.
- Ladybird nurture base SW and Acorns room LH are providing an appropriate environment and individualised support for our FUNDED SEND children who need specialised consideration and are an asset as they can also be accessed by our wider inclusion groups that may benefit.

Intent/Implementation/Impact – Reflection on school year 24-25

The data from last years assessment cycle, shows the impact of the strategies put in place with the support of EYPP funding, specifically in regards to C&L through the Wellcomm Screening Tool.

Information relating to children who moved to Primary school in July 2025

The following analysis exemplifies the progress that was made by the EYPP children in the cohort of the year 2024-25 at each setting, who left to attend Reception in July 2025.

Little Hayes

20 of the 22 EYPP children moved onto Primary School in September 2025.

55% (10) were identified as having SEND during the school year. The SEND group includes 20% FUNDED (4) and 35% NON-FUNDED (7). Funded children are assessed using DEYO's and are not included in the Wellcomm screening monitoring.

85% (10EYPP & 7 EYPP NON-FUNDED) were monitored using the Wellcomm screening tool. Baseline attainment was 50% at ARE for CL in T2. End of year attainment was 81% at ARE in T6.

19% (3) remained below ARE by T6. All 3 children were in the SEND NON-FUNDED group. All made a minimum of 1 levels progress on the screening tool at each assessment point over the year.

Individual additional vulnerabilities were identified for each of these children and a range of health and social care support was facilitated. All 3 children were also identified for educational support

and interventions throughout the year which ensured the best possible progress from their starting points.

Speedwell

18 of the 19 EYPP children moved onto Primary School in September 2025.

35% (6) were identified as having SEND during the school year. The SEND group includes 23% FUNDED (4) and 12% NON-FUNDED (2). Funded children are assessed using DEYO's and are not included in the Wellcomm screening monitoring.

76% (11 EYPP & 2 EYPP NON-FUNDED) were monitored using the Wellcomm screening tool.

Baseline attainment was 54% at ARE for CL in T2. End of year attainment was 92% at ARE in T6.

8% (1) remained below ARE by T6. This child was in the SEND NON-FUNDED group. They made 2 levels progress on the screening tool over the year. Individual additional vulnerabilities were identified for them and a range of health and social care support was facilitated. They were also identified for educational support and interventions throughout the year which ensured the best possible progress for them from their starting point.