



The Ambleside Centre
Ambleside Close, Woodley, Reading RG5 4JJ
Head Teacher: Kerrie Clifford
Tel: 0118 377 6444
Email: office@ambleside.wokingham.sch.uk
Web: www.ambleside.wokingham.sch.uk



WOKINGHAM
BOROUGH COUNCIL

The Early Years Pupil Premium at The Ambleside Centre

The EYPP is used flexibly to ensure that we can offer the level of support that individual children and families require.

During 2017/18 we expect to spend our EYPP funding on: 1:1 support for specified children, including where required in speech and language; small group sessions in singing, cooking, PSED games; early talk boost sessions and learning in play skills. Additional support is offered when required to parents and by staff in family support meetings.

During 2016/17 we received £5087 in EYPP funding. The main barriers to education achievement faced by our EYPP children are communication and language, and also personal, social and emotional development.

We believe one of the best resources for very young children is additional adult support. For this reason we funded an additional Learning Support Assistants to help both generally with our EYPP children and on a 1:1 basis where required. We continued to deliver both the Early Talk Boost programme and our LSA led cookery sessions. From these cookery sessions our EYPP children developed their mark making and recording skills in their personal cookery books. We also supported some staff in Makaton and BSL training to help with one child.

During 2015/16 we received £5,000 in EYPP funding. This was spent as follows:

Training and resources for one teacher, one keyworker and one LSA in Early Talk Boost programme, which is a language intervention. We delivered 2 programmes of Early Talk Boost to most of the EYPP children and they made significant progress in terms of their use and understanding of language. There was also a correlation between language and an increase in their confidence.

Our LSA staff supported some of our EYPP children in cookery sessions to offer them a new experience whilst supporting their ability to interact appropriately with their peers. Feedback from parent questionnaires was very positive and highlighted how the programme had impacted on their children.