Rowley View and Rowley Robins Nursery
Action Plan EYPP 2020 – 2021

Summary and Impact of Early Years Pupil Premium Funding Allocation

The Early Years Pupil Premium supports the enrichment of the educational experience of vulnerable pupils and was introduced in April 2015. At Rowley View Nursery School 51% of the school's eligible cohort qualify for EYPP this year. We believe in identifying the individual needs of our pupil's and then personalising the provision they receive. Developing the knowledge and skills for what comes next in their lives is key to giving children the best possible start to their education and future success. Our children start Nursery with different and sometimes more limited experiences. We therefore place a strong emphasis on using the EYFS curriculum to enhance children's experiences and opportunities. We aim to create awe and wonder in the world in which they live through the 7 areas of learning. We understand what approaches to teaching and learning have the most impact and practitioners are working towards targets set during staff appraisal to enhance planning to ensure it includes: children's interests, developmental needs and the 'Rhythm of the year'. Staff are aware that this academic year there needs to be a focus on closing gaps in learning due to last year's lockdown and supporting the children's emotional development under ever changing pandemic restrictions. Funding a recovery curriculum to support our EYPP children this year is a priority.

Over recent years our levels of communication and language have always been below expected on entry. Given that this is fundamental for all areas of learning, Communication and Language form the basis of the action plan for this academic year. At Autumn 2, Listening and attention and Understanding are Prime areas of the curriculum that Non-EYPP children are currently outperforming EYPP children in, so these will be a key focus for funding allocation. Within the specific areas of the curriculum, there is also a gap in attainment in Number when comparing EYPP and Non-EYPP. So again this will be a key focus for funding allocation. The current restrictions in the global pandemic mean that provision for educational visits and visitors within school is limited so the funding will be used: to enhance provision to support EYPP children's development; to staff intervention groups for key children and support home learning. We believe that Rowley's exemplary, hard-working and committed Team of Early Years Practitioners, enthusiastic and happy children and families and new experiences are the key ingredients for success.

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Progress Report for all children (93 children) from Autumn 2 – Spring 2

- Rapid progress, 3 steps or more
- Good Progress, 2 steps

Target Tracker

Progress Breakdown

Nur - All Pupils (93 pupils)

18 May 2021

Aut2 2020-21 to Spr2 2020-21

All Pupils (93 pupils)	Communication and language	Physical development	Personal, social and emotional development	Literacy	Mathematics	Understanding the world	Art and design	Average
Progressed by 3 steps or more	56 (60.2%)	59 (63.4%)	56 (60.2%)	52 (55.9%)	65 (69.9%)	56 (60.2%)	59 (63.4%)	57.6 (61.9%)
Progressed by 2 steps	27 (29.0%)	26 (28.0%)	26 (28.0%)	29 (31.2%)	18 (19.4%)	26 (28.0%)	22 (23.7%)	24.9 (26.7%)
Progressed by 1 step	4 (4.3%)	3 (3.2%)	6 (6.5%)	6 (6.5%)	5 (5.4%)	6 (6.5%)	7 (7.5%)	5.3 (5.7%)
No steps progress	2 (2.2%)	1 (1.1%)	1 (1.1%)	2 (2.2%)	1 (1.1%)	1 (1.1%)	1 (1.1%)	1.3 (1.4%)
Regressed	1 (1.1%)	1 (1.1%)	1 (1.1%)	1 (1.1%)	1 (1.1%)	1 (1.1%)	1 (1.1%)	1.0 (1.1%)
Missing Data	3 (3.2%)	3 (3.2%)	3 (3.2%)	3 (3.2%)	3 (3.2%)	3 (3.2%)	3 (3.2%)	3.0 (3.2%)

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Progress Report for EYPP children (48 children) from Autumn 2 – Spring 2

- Rapid progress, 3 steps or better
- Good Progress, 2 steps

Target Tracker

Progress Breakdown

Nur - All Pupils (93 pupils)

18 May 2021

Aut2 2020-21 to Spr2 2020-21

		Pupils (%) making 3+ steps progress						
	Pupils (%)	Communication and language	Physical development	Personal, social and emotional development	Literacy	Mathematics	Understanding the world	Art and design
Pupil Premium	46 (49.5%)	28 (60.9%)	31 (67.4%)	30 (65.2%)	23 (50.0%)	33 (71.7%)	28 (60.9%)	27 (58.7%)

Target Tracker

Progress Breakdown

Nur - All Pupils (93 pupils)

18 May 2021

Aut2 2020-21 to Spr2 2020-21

		Pupils (%) making 2+ steps progress						
	Pupils (%)	Communication and language	Physical development	Personal, social and emotional development	Literacy	Mathematics	Understanding the world	Art and design
Pupil Premium	46 (49.5%)	41 (89.1%)	44 (95.7%)	41 (89.1%)	40 (87.0%)	42 (91.3%)	42 (91.3%)	40 (87.0%)

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Early Years Pupil Premium (EYPP) attainment on Entry and Autumn 2 compared with Non EYPP

Aspect	% EYPP Working at or above expectation at Autumn 2	% Not EYPP Working at or above expectation at Autumn 2	% difference	% EYPP Working at or above expectation at Spring 2	% Not EYPP Working at or above expectation at Spring 2	% difference	% EYPP Working at or above expectation on exit	% Not EYPP Working at or above expectation on exit	Gap
Listening and Attention	20.9	**22.7**	1.8	**41.3**	36.2	5.1	**45.7**	35.4	10.3
Understanding	20.9	**25**	4.1	**52.2**	38.3	13.9	**47.9**	41.7	5.2
Speaking	**27.1**	18.1	9	**43.5**	40.4	3.1	**43.4**	39.6	3.8
Moving and Handling	**33.4**	11.4	22	**54.3**	44.7	9.6	**65.2**	54.2	11
Health and Self-Care	**37.5**	20.5	17	**63**	42.6	20.4	**78.3**	60.4	17.9
Self – Confidence and Self-Esteem	**31.2**	20.5	10.7	**52.2**	36.2	16	**60.9**	54.2	6.7
Managing Feelings and Behaviour	**25**	13.6	11.4	**45.6**	21.2	24.4	**54.3**	31.3	23
Making Relationships	**20.8**	6.8	14	**47.8**	36.2	11.6	**58.7**	45.9	12.8
Reading	**27.1**	13.7	13.4	**34.8**	25.6	9.2	**45.7**	33.4	12.3
Writing	**23**	13.7	9.3	**43.4**	27.7	15.7	**52.1**	43.8	8.3
Numbers	12.5	**15.9**	3.4	**34.8**	27.7	7.1	**43.4**	31.3	12.1
Shape, Space and Measures	**22.9**	15.9	7	**30.5**	29.8	0.7	**52.1**	39.6	12.5
People and Communities	**18.8**	15.9	2.9	**41.3**	29.8	11.5	**45.7**	43.8	1.9
The World	**20.9**	20.5	0.4	**41.3**	36.2	5.1	**56.5**	45.9	10.6
Technology	**25**	20.5	4.5	**41.3**	**44.7**	3.4	50.8	64.6	**13.8**
Exploring and Using Media and Materials	**35.4**	11.4	24	**47.9**	36.2	11.7	**56.5**	52.1	4.4
Being Imaginative	**25.1**	15.5	9.6	**43.5**	34.1	9.4	**56.5**	45.8	10.7

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Action	Timeframe	RVN Lead	Cost	Budget code	Monitoring	Success criteria
• To identify those families entitled to' Early Years Pupil Premium' Funding (EYPP)	Oct 20 (not received from LA till Dec 20) Feb21 updated with Jan starters	NG/RH	Nil		RH	• All parents supported to complete the relevant paperwork to submit to the local authority • EYPP children are identified with clear starting points for learning and development • RVN - (N2'S) 48 children 51% (N1's) 10 children 37%
• Create a group of EYPP children on 'Target Tracker' to monitor progress against non-EYPP children	Oct 20 Feb 21	RH	Nil		JJ/ RH	• EYPP children identified with whole-staff awareness • Updated Feb 21 to add January starters onto list – keyworkers given lists for their groups • April 21 – Spring 2 data compared progress of children who attended during lockdown and did not attend, to identify any concerns and next steps
• To monitor EYPP and Non EYPP attendance throughout the year	Aut2 Spr 2 Sum 2	RH/ NG	Nil		JJ/ RH	• To monitor attendance throughout the year to see if there is a difference between EYPP and non EYPP children's attainment. • Spring 2 – 50% of our EYPP children did not attend during this terms lockdown. As attendance was parental choice during this time attendance was not monitored

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• Identify areas for accelerating progress across all vulnerable groups – specifically those working above age related expectation • Plan appropriate interventions for EYPP children • Pupil Progress Meetings with each key worker (PPM) • EYPP Progress Objective will be discussed with key worker • Teaching Assistants will give dedicated time to each child to work on individual 'next steps' • Resources procured to support children's interests, next steps and developmental needs both in school and at home as needed. Resources procured to support children's emotional needs and promote wellbeing • Weekly / daily planning meetings to discuss activities to address the children's 'next steps' and interests, changing the 'Rhythm of the Day' as appropriate • Ongoing observations of children	Ongoing 20-21	RH RH/ DPh RH/JJ RH RH RH/ All keyworkers RH/ All keyworkers	Nil DPh to deliver KWs to deliver TAs to deliver Cost as needed	PP1 PP3	JJ/ RH JJ/RH JJ/RH JJ/RH JJ/ RH JJ/RH JJ/RH	• All teaching staff have a clear understanding of the developmental needs of all EYPP children • EYPP children's 'next steps' are 'live', assessed regularly and shared with key worker, the child and the parents • 'Next steps' follow the EYPP children's individual development needs and interests • Progress and attainment is tracked and monitored • Bespoke and personalised planning is in embedded which meets the needs and interests of all children • Popular activities are implemented regularly, allowing children sufficient time to discuss completed activities with the practitioner • Interventions planned and delivered during Spring term for those in attendance by DPh – April 21 • Pupil progress meeting took place in Feb 21 for those in attendance – next steps set for individual children based on their progress • For those EYPP children who attended during lockdown, they received a higher ratio of adult support, access to smaller intervention group and more bespoke focus activity planning – Spring term • For those EYPP children who did not attend during lockdown, they received fortnightly home learning packs containing all

identify accessed areas and provision for 'next steps' • Trainee, newly qualified and supply staff to participate in ongoing 'Language First' training throughout the year, to develop their practice in supporting children's Communication and Language skills • Qualified children's yoga instructor recruited full time to support children's emotional wellbeing within the classroom. Key children to be identified for her to support		RH RH RH	 Nil – delivered by LA RC to deliver	 PP1	JJ/RH RH RH	resources they would need to complete them. E.g scissors, pencil crayons. They were targeted towards fine motor, number and writing activities which were lower AOL's in Autumn 2 – Spring term • After all children's return – 8th March '3 houses' were completed with all children to identify any worries children had from lockdown at home. In-depth observations focussing on emotional wellbeing were completed on children with highlighted concerns • May 21 – Keyworkers asked to update children's interests and developmental needs to identify specific resources needed and plan for next group of interventions • New interventions to be planned for after May half term – to include a new ELSA group
• Monitor progress and interventions • Data analysis to monitor impact of intervention and discuss during pupil progress meetings	Aut2 Spr 2 Sum 2	RH	Nil		JJ/RH	• Accelerated progress for identified, specific curriculum aspects • Difference between EYPP and non-EYPP is diminishing • Highlight any differences between EYPP children and non EYPP children • Following Spring 2 data - pupil progress meetings to be completed following Spring 2 data analysis – new interventions to be planned for after May half term
• EOY data input and analysis	July 21	RH	Nil		JJ/ RH	• Report outcomes to Governing Body