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 pupils 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 School 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 'Rhythms of the Year'. Staff are aware that this academic year there needs to be an increased focus on closing gaps in learning due to last year's lockdown and to 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. Autumn 2 assessments show that Listening and attention and Understanding were the 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 (72 children) from Autumn 1 – Autumn 2

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

Target Tracker

Progress Breakdown
Nur - All Pupils (95 pupils)

02 February 2021

Aut1 2020-21 to Aut2 2020-21

All Pupils (95 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	22 (23.2%)	16 (16.8%)	17 (17.9%)	15 (15.8%)	22 (23.2%)	10 (10.5%)	20 (21.1%)	17.4 (18.3%)
Progressed by 2 steps	51 (53.7%)	54 (56.8%)	55 (57.9%)	56 (58.9%)	48 (50.5%)	49 (51.6%)	57 (60.0%)	52.9 (55.6%)
Progressed by 1 step	17 (17.9%)	20 (21.1%)	17 (17.9%)	21 (22.1%)	19 (20.0%)	32 (33.7%)	11 (11.6%)	19.6 (20.6%)
No steps progress	2 (2.1%)	2 (2.1%)	3 (3.2%)	0 (0%)	3 (3.2%)	1 (1.1%)	4 (4.2%)	2.1 (2.3%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
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%)

Progress Report for EYPP children (28 children) from Autumn 1 – Autumn 2

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

Target Tracker

Progress Breakdown
Nur - All Pupils (95 pupils)

02 February 2021

Aut1 2020-21 to Aut2 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	48 (50.5%)	41 (85.4%)	37 (77.1%)	42 (87.5%)	37 (77.1%)	41 (85.4%)	33 (68.8%)	42 (87.5%)

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Target Tracker

Progress Breakdown

Nur - All Pupils (95 pupils)

02 February 2021

Aut1 2020-21 to Aut2 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	48 (50.5%)	11 (22.9%)	7 (14.6%)	7 (14.6%)	9 (18.8%)	9 (18.8%)	5 (10.4%)	13 (27.1%)

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

Aspect	% EYPP Working at or above expectation on Entry	% Not EYPP Working at or above expectation on Entry	% difference	% EYPP Working at or above expectation at Autumn 2	% Not EYPP Working at or above exception at Autumn 2	% difference
Listening and Attention	4.2	2.3	1.9	20.9	22.7	1.8
Understanding	8.3	2.3	6	20.9	25	4.1
Speaking	8.3	6.8	1.5	27.1	18.1	9
Moving and Handling	10.4	0	10.4	33.4	11.4	22
Health and Self-Care	18.8	2.3	16.5	37.5	20.5	17
Self – Confidence and Self-Esteem	10.4	6.8	3.6	31.2	20.5	10.7
Managing Feelings and Behaviour	4.2	0	4.2	25	13.6	11.4
Making Relationships	4.2	0	4.2	20.8	6.8	14
Reading	6.3	4.5	1.8	27.1	13.7	13.4
Writing	2.1	2.3	0.2	23	13.7	9.3
Numbers	6.3	6.8	0.5	12.5	15.9	3.4
Shape, Space and Measures	4.2	9.1	4.9	22.9	15.9	7
People and Communities	8.3	4.5	3.8	18.8	15.9	2.9
The World	8.3	9.1	0.8	20.9	20.5	0.4
Technology	25	11.4	13.6	25	20.5	4.5
Exploring and Using Media and Materials	18.8	2.3	16.5	35.4	11.4	24
Being Imaginative	14.6	0	14.6	25.1	15.5	9.6

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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)	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 - (N2S) 48 children 51% (N1s) 10 children 37%
• Create a group of EYPP children on 'Target Tracker' to monitor progress against non-EYPP children	Oct 20	RH	Nil		JJ/ RH	• EYPP children identified with whole-staff awareness
• To monitor EYPP and Non EYPP attendance throughout the year	Aut2 Spr2 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
• 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	Ongoing 20-21	RH RH/ DPh RH/JJ RH	Nil DPh to deliver KWs to deliver	PP1	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 embedded which meets the needs and interests of all children

• Teaching Assistants will give dedicated time to each child to work on individual 'next steps'		RH	TAs to deliver		JJ/ RH	• Popular activities are implemented regularly, allowing children sufficient time to discuss completed activities with the practitioner
• 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		RH/ All key workers	Cost as needed	PP3	JJ/RH	• Bespoke resources / equipment purchased to support developmental and emotional needs and to 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		RH/ All key workers			JJ/RH	• Ongoing, regular communications facilitate personalised learning opportunities
• Ongoing observations of children identify accessed areas and provision for 'next steps'		RH			JJ/RH	
• Trainees, 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		RH	Nil – delivered by LA		RH	• Participation and free access to 'Language First' training provides consistent, high quality access to support practice
• Qualified children's yoga instructor recruited full time to support children's emotional wellbeing within		RH	RC to deliver	PP1	RH	• This provision will provide high quality whole-school pastoral support with regards to: - ○ Recovery re Covid-19

the classroom. Key children to be identified for her to support						○ Mental health ○ Well-being
• 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
• EOY data input and analysis	July 21	RH	Nil		JJ/ RH	• Share outcomes with Governing Body