**NURSERY CLASS** **Reviewing the Impact of Nursery Pupil Premium in EYFS (EYPP) 2019 20**

**Reflecting on the impact of last year's use of Pupil Premium fund – Report covers school year up to 21st March then provision during Covid-19 pandemic**

<table>
<tr><th>How many Nursery children received EY pupil premium?</th><th>How much came into school for those pupils?</th></tr>
<tr><td>45%<br>35 children<br>18 boys<br>17 girls<br>17 Autumn born – 49%<br>13 Spring born – 37%<br>5 Summer born – 14%</td><td>£300 per child = £10,500</td></tr>
<tr><td colspan="2">What were the barriers to learning or strengths for the cohort of identified children?</td></tr>
<tr><td>Strengths<ul><li>28 children - 61% of the current EYPP children attended Rowley Robins therefore narrowing the attainment gap by Autumn 2 assessment</li><li>49% Autumn born</li><li>Only 4% with identified SEND</li><li>Only 14% Summer born</li></ul>Attainment<br>At Autumn 2 data point, EYPP children were outperforming Non-EYPP in all AOLs with the exception of Number – 'Ten Town' number scheme was introduced in January to target this area, a parent workshop was also planned with a Number focus and to share home learning ideas. This did not take place due to the Covid-19 pandemic.<br><br>Attainment<br>At Spring 2 data point, EYPP children were outperforming Non-EYPP children across 3 AOLs: -<ul><li>Reading (38.2% / 35.7%)</li><li>Shape, Space and Measure (44.1%/ 35.7%)</li><li>People and Communities (44.1%/38.1%)</li></ul>Progress<br>EYPP children have made more progress across 4 AOL's: - Listening and Attention, Self-Confidence and Self-Awareness, Managing feelings and Being Imaginative.</td><td>Barriers<ul><li>44% of EYPP children are in families with at least 3 children. 35% of these families have 3 children under 5</li><li>Only 11% are only children</li><li>53% difficulties with parenting</li><li>Less income for extending opportunities / experiences</li><li>Attendance</li></ul>Attainment<br>At Spring 2 data point, Non-EYPP children were outperforming EYPP children across all AOLs with the exception of the 3 outlined.<br><br>The widest gaps were in:<ul><li>Number (35.3% / 54.8% - 19.5% gap)</li><li>Health and Self-Care (47% /61.9% - 14.9% gap)</li><li>Making Relationships (41.1%/ 54.7% - 13.6% gap)</li></ul>Progress<br>Non-EYPP children have made more progress across all AOLs with the exception of 4 already outlined.<br><br>EYPP children who attended RR made rapid progress ranging from 8-12 steps in RR during 2018/19 therefore progress slowed down as they began to broaden their skills and knowledge during 2019/20</td></tr>
<tr><td colspan="2">Covid-19 Provision</td></tr>
<tr><td colspan="2">Throughout the school closures, 33% of our EYPP children attended school.<br>Provision to support the 3 AOLs with the largest gaps within school: -</td></tr>
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- Making Relationships – due to the huge changes in dynamics within the new classroom layout, changes in keyworkers, changes in children attending school, a heavy emphasis was placed on developing children and adult relationships on a daily basis. A new 'rhythm of the day' was introduced and children had to learn how to turn take with very limited resources. PSE was central to learning and children were given extra time to share their thoughts and feelings on the new normal way of life both in and out of the classroom.
- Health and Self-Care – good hand washing techniques were taught to ensure the promotion of effective hygiene. Children were given explanations as to why this was so important and why we needed more frequent hand washing. It was explained why staff may be wearing gloves, aprons or face shields, why they were cleaning resources more frequently to again promote good hygiene. Age appropriate stories were shared with the children about Covid-19 to develop their understanding of the pandemic. It was explained why children in different 'bubbles' were playing separately and why when in group times they had to sit further apart. Children created their own mats to sit on to help them understand how to sit further apart and socially distance. These strategies became an integral part of the children's day at school.
- Number – keyworkers were given lists of EYPP children attending school to focus on Mathematical learning during their sessions. Number related board games were used to develop their number skills, turn taking skills and further strengthen their relationships.

Support was provided for EYPP children for <u>home learning</u> in the 3 AOLs with the largest gaps: -

- <u>Number</u> – home learning links via the school's Facebook Page to support specific learning in number including 'Ten Town'; a differentiated board game linked to the development stage of each child was purchased for each EYPP child; each child was given a 'next step' in learning linked to Maths and home learning resources were sent home to enable parents to work with their child.
- <u>Health and Self-Care</u> – links to access parental support from the School Nursing Service via workshops on toilet training and transition to Primary school; links via the school's Facebook Page to age appropriate resources/stories to explain Covid-19 and the importance of good hand washing/hygiene; reward charts in home learning packs to children who have 'next steps' linked to this area.
- <u>Making Relationships</u> – Links via the school's Facebook Page to promote shared family home learning such as completing games together online, Maths board game purchased for each child to promote shared home learning, waiting and turn taking, home learning packs linked to 'next steps' to again promote shared home learning.

**What was the attendance for all of the children in the cohort?**

65% of the EYPP children have 80% and above attendance
56% of am EYPP children have 80% and above attendance
71% of pm EYPP children have 80% and above attendance

**What Quality First teaching strategies and interventions did you have in place to support the individual progress and learning of all children?**

- 'Little Thinkers' – well-being sessions
- Nurture Groups
- Focus Groups
- Intense Family Support Groups
- Family Support Groups
- Rebecca Champion – Yoga and Mindfulness instructor

- Elaine – 'Read for Your Life' Group
- 'Rock it' music sessions
- Case Studies
- Child : teacher interviews

**What did you use the additional fund for?**

- Visits – Safeside Fire station, Build a Bear Factory, Holyhead Academy, Telford Wonderland
- Training
- Parent : teacher interviews
- Resources
- Visitors – drumming experience, Animal encounter, Living eggs experience
- Staffing
- Breakfast club provision
- Lunch club provision
- Additional 'top up' of Nursery sessions
- Maths games to include 'turn-taking' purchased and sent home

**What data do you have to evidence impact on children's outcomes?**

Four data entry points during the academic year

- Data entry 1 Attainment on entry
- Data entry 2 Attainment and progress
- Data entry 3 Attainment and progress
- Data entry 4 – Did not occur due to Covid-19 Pandemic

| **% ARA on entry** | | | | **% ARA at Spring 2** | | | |
|---|---|---|---|---|---|---|---|
| Aspects of Learning | EYPP | NON-EYPP | DIFF | EYPP | NON-EYPP | DIFF | <u>Contributing factors</u> |
| Listening and attention | 54.3 | 47.7 | 6.6 | 32.3 | 35.7 | 3.4 | Rigorous moderation of the children attending more than 3 terms explains this change in trend from Autumn 2 to Spring 2, as 64% of EYPP children fall into this category. |
| Understanding | 51.5 | 47.7 | 3.8 | 41.2 | 42.9 | 1.7 | |
| Speaking | 48.6 | 52.4 | 3.8 | 35.3 | 40.5 | 5.2 | |
| Moving and Handling | 65.8 | 69 | 3.2 | 58.9 | 61.9 | 3 | |
| Health and Self Care | 60.1 | 61.9 | 1.8 | 47 | 61.9 | 14.9 | The impact of the introduction of 'Ten Town' number scheme and parent workshop would not have been shown by Spring 2 data point and it was expected that this would have significantly narrowed the gap by Summer 2. This could not be shown due to the Covid-19 pandemic. |
| Self Confidence and Self Awareness | 62.9 | 52.4 | 10.5 | 47 | 50 | 3 | |
| Managing Feelings and Behaviour | 54.3 | 57.2 | 2.9 | 38.2 | 42.9 | 4.7 | |
| Making Relationships | 54.3 | 52.4 | 1.9 | 41.1 | 54.7 | 13.6 | |
| Reading | 57.1 | 42.9 | 14.2 | 38.2 | 35.7 | 2.5 | |
| Writing | 60.1 | 52.4 | 7.7 | 47 | 47.6 | 0.6 | |
| Numbers | 45.7 | 42.8 | 2.9 | 35.3 | 54.8 | 19.5 | |
| Shape Space Measures | 48.6 | 40.4 | 8.2 | 44.1 | 35.7 | 8.4 | |
| People and Communities | 54.3 | 47.6 | 6.7 | 44.1 | 38.1 | 6 | |
| The World | 62.9 | 54.8 | 8.1 | 35.3 | 45.2 | 9.9 | |
| Technology | 62.9 | 76.2 | 13.3 | 73.5 | 78.6 | 5.1 | Intervention groups were planned targeting MA children in Number activities, a PSE group targeting lower attainers in 'Making Relationships' and a group developing children's Health and Self-Care skills. These again did not take place due to the Covid-19 pandemic. |
| Exploring and Using Media and Materials | 62.8 | 66.7 | 3.9 | 55.9 | 59.5 | 3.6 | |
| Being Imaginative | 62.9 | 62 | 0.9 | 53 | 57.2 | 4.2 | |