Rowley View Nursery School

Actions and Impact of Early Years Pupil Premium (EYPP)

How many Nursery children received EY pupil premium?		**How much came into school for those pupils?**
33.8% 25 children 12 boys 13 girls 16 autumn born 4 spring born 5 summer born		£300 per child = £7500
What were the barriers to learning or strengths for the cohort of identified children?		
Strengths • 60% of the current EYPP children attended Rowley Robins therefore narrowing the attainment gap • 43.2% autumn born • 36% of children are an 'only child' **Attainment** EYPP children are outperforming non-EYPP children across all AOLs with the exception of: - • Moving and handling (40.9% / 36%) • Making Relationships (30.5% / 28%) • Technology 42.8% / 40%) **Progress** Non-EYPP have made more progress across all AOLs with the exception of: - • Listening and attention (64%/61.2%) • Moving and handling (56% /53.1%) • Writing (72% / 59.2%) • The World (64% / 59.2%)		**Barriers** • 28.6% are SEND boys, summer born • 26.3% summer born • Less income for extending opportunities / experiences • 52% difficulties with parenting • Less income for supporting the dev elopement of technology • Attendance • EYFS statements in MH can be subjective • Outdoors provides more opportunities for gross motor development than fine motor development • EYPP children's (32% ARA in MH) entry attainment was lower than non-EYPP (44.8%ARA in MH) **Progress** EYPP children made most progress in RR during 2017 18 therefore higher levels of ARA during 2018 19 Non EYPP children have higher levels of progress across 11 AOLs from entry to end of year compared with EYPP children who have 6 AOLs where the progress is more

	What was the attendance for all of the children in the cohort?
	88% of the EYPP children have 80% and above attendance 100% of am EYPP children have 80% and above attendance 61% 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?
	• Listening Lola • Early Talk Boost • Mindfulness • Physical Trim-trail • Healthy Movers

	• 'Little Thinkers' – wellbeing sessions • Nurture Groups • Focus Groups • Intense Family Support Groups • Family Support Groups • Laura Hughes – Body Beat Street Dancer • Alex Giles – Inclusive Sports Coach • Gordon Sharp – Science Club • Case Studies • Child : teacher interviews
	What did you use the additional fund for?
	Visits Resources Visitors Staffing Training Parent / Carer Group Parent : teacher interviews
	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 Attainment and progress on exit

% ARA on entry				% ARA on exit			
Aspects of Learning	EYPP	NON-EYPP	DIFF	EYPP	NON-EYPP	DIFF	Contributing Factors
Listening and attention	31.8	29.2	2.6	47.6	26.6	21	EYPP children have less experience of technology due to cost implications for lower earning families
Understanding	40.9	19.5	21.4	47.6	33.4	14.2	
Speaking	45.4	19.5	25.9	42.9	33.3	9.6	
Moving and Handling	36.4	36.4	0	47.6	46.7	0.9	
Health and Self Care	49.9	31.7	18.2	61.9	46.7	15.2	
Self Confidence and Self Awareness	40.9	26.8	14.1	38	24.5	13.5	
Managing Feelings and Behaviour	31.8	21.9	9.9	42.9	44.4	1.5	
Making Relationships	43.3	21.9	21.4	38.2	33.3	4.9	
Reading	22.7	22	0.7	38.1	26.6	12.1	
Writing	36.4	29.2	7.2	57.1	35.5	21.6	
Numbers	27.2	19.4	7.8	42.8	28.8	14	
Shape Space Measures	31.8	17.1	14.7	38.1	28.8	9.3	
People and Communities	31.8	19.5	12.3	42.9	24.4	18.5	
The World	31.8	31.8	0	42.9	26.7	16.2	
Technology	31.7	37.1	5.4	47.6	46.7	0.9	
Exploring and Using Media and Materials	45.4	36.6	8.8	57.2	46.6	10.6	
Being Imaginative	40.9	29.2	11.7	47.6	42.3	5.3	