EYPP Action plan 2018 2019

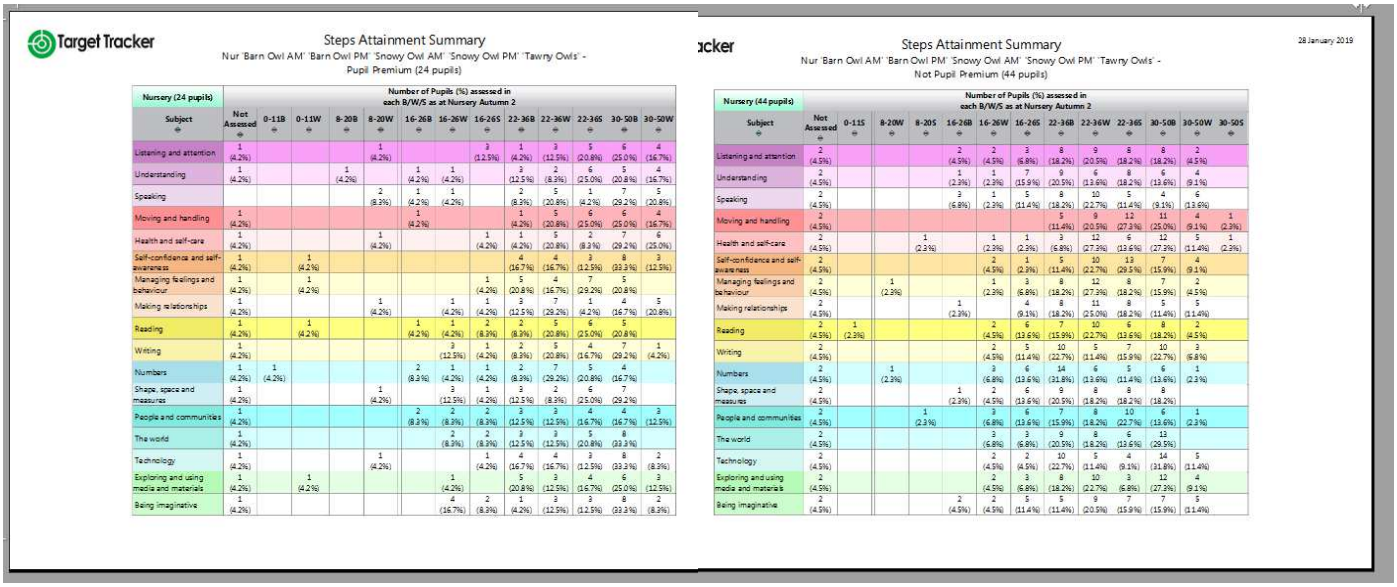
Summary and Impact of Early Years Pupil Premium Funding Allocation

The Early Years Pupil Premium Funding supports the enrichment of the educational experience of vulnerable pupils. EYPP Funding was introduced in April 2015, taking us into the fourth academic year of receiving additional funding. This year, we are focussing on physical development (fine and gross motor) to support the children's attainment in 'writing' as outlined in the School's Development Plan and as discussed with staff during appraisal. 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.

Attainment autumn2 2018

EYPP Children (24 children) 35%

Non EYPP Children (44 children) 65%



Target Tracker

Steps Attainment Summary

Nur 'Barn Owl AM' 'Barn Owl PM' 'Snowy Owl AM' 'Snowy Owl PM' 'Tawny Owls' - Pupil Premium (24 pupils)

Nursery (24 pupils)	Number of Pupils (%) assessed in each B/W/S as at Nursery Autumn 2												
Subject	Not Assessed	0-11B	0-11W	8-20B	8-20W	16-26B	16-26W	16-26S	22-36B	22-36W	22-36S	30-50B	30-50W
Listening and attention	1 (4.2%)				1 (4.2%)			3 (12.5%)	1 (4.2%)	3 (12.5%)	5 (20.8%)	6 (25.0%)	4 (16.7%)
Understanding	1 (4.2%)			1 (4.2%)		1 (4.2%)	1 (4.2%)		3 (12.5%)	2 (8.3%)	6 (25.0%)	5 (20.8%)	4 (16.7%)
Speaking					2 (8.3%)	1 (4.2%)	1 (4.2%)		2 (8.3%)	5 (20.8%)	1 (4.2%)	7 (29.2%)	5 (20.8%)
Moving and handling	1 (4.2%)					1 (4.2%)			1 (4.2%)	5 (20.8%)	6 (25.0%)	6 (25.0%)	4 (16.7%)
Health and self-care	1 (4.2%)				1 (4.2%)			1 (4.2%)	1 (4.2%)	5 (20.8%)	2 (8.3%)	7 (29.2%)	6 (25.0%)
Self-confidence and self-awareness	1 (4.2%)		1 (4.2%)						4 (16.7%)	4 (16.7%)	3 (12.5%)	8 (33.3%)	3 (12.5%)
Managing feelings and behaviour	1 (4.2%)		1 (4.2%)					1 (4.2%)	5 (20.8%)	4 (16.7%)	7 (29.2%)	5 (20.8%)	
Making relationships	1 (4.2%)				1 (4.2%)		1 (4.2%)	1 (4.2%)	3 (12.5%)	7 (29.2%)	1 (4.2%)	4 (16.7%)	5 (20.8%)
Reading	1 (4.2%)		1 (4.2%)			1 (4.2%)	2 (8.3%)	2 (8.3%)	5 (20.8%)	5 (20.8%)	6 (25.0%)	5 (20.8%)	
Writing	1 (4.2%)						3 (12.5%)	1 (4.2%)	2 (8.3%)	5 (20.8%)	4 (16.7%)	7 (29.2%)	1 (4.2%)
Numbers	1 (4.2%)	1 (4.2%)				2 (8.3%)	1 (4.2%)	1 (4.2%)	2 (8.3%)	7 (29.2%)	5 (20.8%)	4 (16.7%)	
Shape, space and measures	1 (4.2%)				1 (4.2%)		3 (12.5%)	1 (4.2%)	3 (12.5%)	2 (8.3%)	6 (25.0%)	7 (29.2%)	
People and communities	1 (4.2%)					2 (8.3%)	2 (8.3%)	2 (8.3%)	3 (12.5%)	3 (12.5%)	4 (16.7%)	4 (16.7%)	3 (12.5%)
The world	1 (4.2%)						2 (8.3%)	2 (8.3%)	3 (12.5%)	3 (12.5%)	5 (20.8%)	8 (33.3%)	
Technology	1 (4.2%)				1 (4.2%)			1 (4.2%)	4 (16.7%)	4 (16.7%)	3 (12.5%)	8 (33.3%)	2 (8.3%)
Exploring and using media and materials	1 (4.2%)		1 (4.2%)				1 (4.2%)		5 (20.8%)	3 (12.5%)	4 (16.7%)	6 (25.0%)	3 (12.5%)
Being imaginative	1 (4.2%)						4 (16.7%)	2 (8.3%)	1 (4.2%)	3 (12.5%)	3 (12.5%)	8 (33.3%)	2 (8.3%)

28 January 2019

Steps Attainment Summary

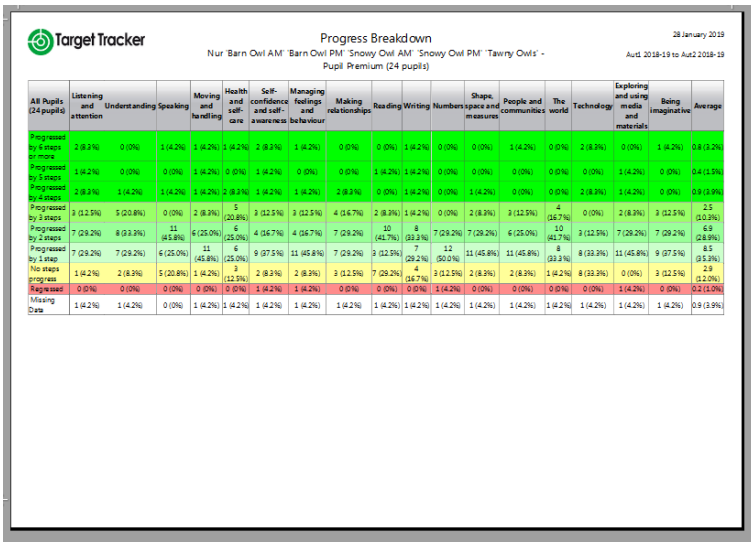
Nur 'Barn Owl AM' 'Barn Owl PM' 'Snowy Owl AM' 'Snowy Owl PM' 'Tawny Owls' - Not Pupil Premium (44 pupils)

Nursery (44 pupils)	Number of Pupils (%) assessed in each B/W/S as at Nursery Autumn 2												
Subject	Not Assessed	0-11S	8-20W	8-20S	16-26B	16-26W	16-26S	22-36B	22-36W	22-36S	30-50B	30-50W	30-50S
Listening and attention	2 (4.5%)				2 (4.5%)	2 (4.5%)	3 (6.8%)	8 (18.2%)	9 (20.5%)	8 (18.2%)	8 (18.2%)	2 (4.5%)	
Understanding	2 (4.5%)				1 (2.3%)	1 (2.3%)	7 (15.9%)	9 (20.5%)	6 (13.6%)	8 (18.2%)	6 (13.6%)	4 (9.1%)	
Speaking	2 (4.5%)				3 (6.8%)	1 (2.3%)	5 (11.4%)	8 (18.2%)	10 (22.7%)	5 (11.4%)	4 (9.1%)	6 (13.6%)	
Moving and handling	2 (4.5%)							5 (11.4%)	9 (20.5%)	12 (27.3%)	11 (25.0%)	4 (9.1%)	1 (2.3%)
Health and self-care	2 (4.5%)			1 (2.3%)		1 (2.3%)	1 (2.3%)	3 (6.8%)	12 (27.3%)	6 (13.6%)	12 (27.3%)	5 (11.4%)	1 (2.3%)
Self-confidence and self-awareness	2 (4.5%)				2 (4.5%)	1 (2.3%)	5 (11.4%)	10 (22.7%)	13 (29.5%)	7 (15.9%)	4 (9.1%)		
Managing feelings and behaviour	2 (4.5%)		1 (2.3%)		1 (2.3%)	3 (6.8%)	8 (18.2%)	12 (27.3%)	8 (18.2%)	7 (15.9%)	2 (4.5%)		
Making relationships	2 (4.5%)			1 (2.3%)		4 (9.1%)	8 (18.2%)	11 (25.0%)	8 (18.2%)	5 (11.4%)	5 (11.4%)		
Reading	2 (4.5%)	1 (2.3%)			2 (4.5%)	6 (13.6%)	7 (15.9%)	10 (22.7%)	6 (13.6%)	8 (18.2%)	2 (4.5%)		
Writing	2 (4.5%)				2 (4.5%)	5 (11.4%)	10 (22.7%)	5 (11.4%)	7 (15.9%)	10 (22.7%)	3 (6.8%)		
Numbers	2 (4.5%)		1 (2.3%)		3 (6.8%)	6 (13.6%)	14 (31.8%)	6 (13.6%)	5 (11.4%)	6 (13.6%)	1 (2.3%)		
Shape, space and measures	2 (4.5%)			1 (2.3%)	2 (4.5%)	6 (13.6%)	9 (20.5%)	8 (18.2%)	8 (18.2%)	8 (18.2%)			
People and communities	2 (4.5%)		1 (2.3%)		3 (6.8%)	6 (13.6%)	7 (15.9%)	8 (18.2%)	10 (22.7%)	6 (13.6%)	1 (2.3%)		
The world	2 (4.5%)				3 (6.8%)	3 (6.8%)	9 (20.5%)	8 (18.2%)	6 (13.6%)	13 (29.5%)			
Technology	2 (4.5%)				2 (4.5%)	2 (4.5%)	10 (22.7%)	5 (11.4%)	4 (9.1%)	14 (31.8%)	5 (11.4%)		
Exploring and using media and materials	2 (4.5%)				2 (4.5%)	3 (6.8%)	8 (18.2%)	10 (22.7%)	3 (6.8%)	12 (27.3%)	4 (9.1%)		
Being imaginative	2 (4.5%)				2 (4.5%)	2 (4.5%)	5 (11.4%)	5 (11.4%)	9 (20.5%)	7 (15.9%)	5 (11.4%)		

Progress baseline to autumn 2 2018

EYPP Children (24 children)

Non EYPP Children (44 children)



Target Tracker

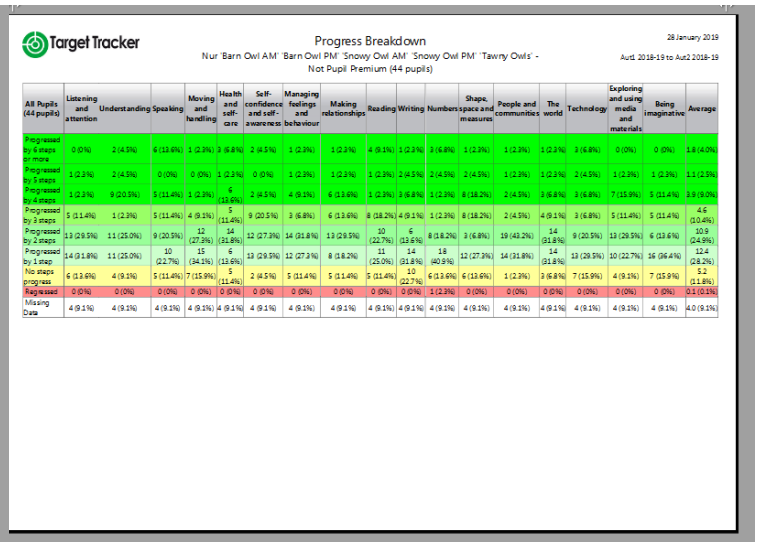
Progress Breakdown

Nur 'Barn Owl AM' 'Barn Owl PM' 'Snowy Owl AM' 'Snowy Owl PM' 'Tawny Owls' - Pupil Premium (24 pupils)

28 January 2019

Aut1 2018-19 to Aut2 2018-19

All Pupils (24 pupils)	Listening and attention	Understanding	Speaking	Moving and handling	Health and self-care	Self-confidence and self-awareness	Managing feelings and behaviour	Making relationships	Reading	Writing	Numbers	Shape, space and measures	People and communities	The world	Technology	Exploring and using media and materials	Being imaginative	Average
Progressed by 4 steps or more	2 (8.3%)	0 (0%)	1 (4.2%)	1 (4.2%)	1 (4.2%)	2 (8.3%)	1 (4.2%)	0 (0%)	0 (0%)	1 (4.2%)	0 (0%)	0 (0%)	1 (4.2%)	0 (0%)	2 (8.3%)	0 (0%)	1 (4.2%)	0.8 (3.2%)
Progressed by 3 steps	1 (4.2%)	0 (0%)	0 (0%)	1 (4.2%)	0 (0%)	1 (4.2%)	0 (0%)	0 (0%)	1 (4.2%)	1 (4.2%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (4.2%)	0 (0%)	0.4 (1.5%)
Progressed by 4 steps	2 (8.3%)	1 (4.2%)	1 (4.2%)	1 (4.2%)	2 (8.3%)	1 (4.2%)	1 (4.2%)	2 (8.3%)	0 (0%)	1 (4.2%)	0 (0%)	1 (4.2%)	0 (0%)	0 (0%)	2 (8.3%)	1 (4.2%)	0 (0%)	0.9 (3.9%)
Progressed by 5 steps	3 (12.5%)	5 (20.8%)	0 (0%)	2 (8.3%)	5 (20.8%)	3 (12.5%)	3 (12.5%)	4 (16.7%)	2 (8.3%)	1 (4.2%)	0 (0%)	2 (8.3%)	3 (12.5%)	4 (16.7%)	0 (0%)	2 (8.3%)	3 (12.5%)	2.5 (10.3%)
Progressed by 2 steps	7 (29.2%)	8 (33.3%)	11 (45.8%)	6 (25.0%)	6 (25.0%)	4 (16.7%)	4 (16.7%)	7 (29.2%)	10 (41.7%)	8 (33.3%)	7 (29.2%)	7 (29.2%)	6 (25.0%)	10 (41.7%)	3 (12.5%)	7 (29.2%)	7 (29.2%)	6.9 (28.9%)
Progressed by 1 step	7 (29.2%)	7 (29.2%)	6 (25.0%)	11 (45.8%)	6 (25.0%)	9 (37.5%)	11 (45.8%)	7 (29.2%)	3 (12.5%)	7 (29.2%)	12 (50.0%)	11 (45.8%)	11 (45.8%)	8 (33.3%)	8 (33.3%)	11 (45.8%)	9 (37.5%)	8.5 (35.3%)
No steps progress	1 (4.2%)	2 (8.3%)	5 (20.8%)	1 (4.2%)	3 (12.5%)	2 (8.3%)	2 (8.3%)	3 (12.5%)	7 (29.2%)	4 (16.7%)	3 (12.5%)	2 (8.3%)	2 (8.3%)	1 (4.2%)	8 (33.3%)	0 (0%)	3 (12.5%)	2.9 (12.0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (4.2%)	1 (4.2%)	0 (0%)	0 (0%)	0 (0%)	1 (4.2%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (4.2%)	0 (0%)	0.2 (1.0%)
Missing Data	1 (4.2%)	1 (4.2%)	0 (0%)	1 (4.2%)	1 (4.2%)	1 (4.2%)	1 (4.2%)	1 (4.2%)	1 (4.2%)	1 (4.2%)	1 (4.2%)	1 (4.2%)	1 (4.2%)	1 (4.2%)	1 (4.2%)	1 (4.2%)	1 (4.2%)	0.9 (3.9%)



Target Tracker

Progress Breakdown

Nur 'Barn Owl AM' 'Barn Owl PM' 'Snowy Owl AM' 'Snowy Owl PM' 'Tawny Owls' - Not Pupil Premium (44 pupils)

28 January 2019

Aut1 2018-19 to Aut2 2018-19

All Pupils (44 pupils)	Listening and attention	Understanding	Speaking	Moving and handling	Health and self-care	Self-confidence and self-awareness	Managing feelings and behaviour	Making relationships	Reading	Writing	Numbers	Shape, space and measures	People and communities	The world	Technology	Exploring and using media and materials	Being imaginative	Average
Progressed by 4 steps or more	0 (0%)	2 (4.5%)	6 (13.6%)	1 (2.3%)	3 (6.8%)	2 (4.5%)	1 (2.3%)	1 (2.3%)	4 (9.1%)	1 (2.3%)	3 (6.8%)	1 (2.3%)	1 (2.3%)	1 (2.3%)	3 (6.8%)	0 (0%)	0 (0%)	1.8 (4.0%)
Progressed by 3 steps	1 (2.3%)	2 (4.5%)	0 (0%)	0 (0%)	1 (2.3%)	0 (0%)	1 (2.3%)	1 (2.3%)	1 (2.3%)	1 (2.3%)	2 (4.5%)	2 (4.5%)	1 (2.3%)	1 (2.3%)	2 (4.5%)	1 (2.3%)	1 (2.3%)	1.1 (2.5%)
Progressed by 4 steps	1 (2.3%)	9 (20.5%)	5 (11.4%)	1 (2.3%)	6 (13.6%)	2 (4.5%)	4 (9.1%)	6 (13.6%)	1 (2.3%)	3 (6.8%)	1 (2.3%)	8 (18.2%)	2 (4.5%)	3 (6.8%)	3 (6.8%)	7 (15.9%)	5 (11.4%)	3.9 (9.0%)
Progressed by 5 steps	5 (11.4%)	1 (2.3%)	5 (11.4%)	4 (9.1%)	5 (11.4%)	9 (20.5%)	3 (6.8%)	6 (13.6%)	8 (18.2%)	4 (9.1%)	1 (2.3%)	8 (18.2%)	2 (4.5%)	4 (9.1%)	3 (6.8%)	5 (11.4%)	5 (11.4%)	4.6 (10.4%)
Progressed by 2 steps	13 (29.5%)	11 (25.0%)	9 (20.5%)	12 (27.3%)	14 (31.8%)	12 (27.3%)	14 (31.8%)	13 (29.5%)	10 (22.7%)	6 (13.6%)	8 (18.2%)	3 (6.8%)	19 (43.2%)	14 (31.8%)	9 (20.5%)	13 (29.5%)	6 (13.6%)	10.9 (24.9%)
Progressed by 1 step	14 (31.8%)	11 (25.0%)	10 (22.7%)	15 (34.1%)	6 (13.6%)	13 (29.5%)	12 (27.3%)	8 (18.2%)	11 (25.0%)	14 (31.8%)	18 (40.9%)	12 (27.3%)	14 (31.8%)	14 (31.8%)	13 (29.5%)	10 (22.7%)	16 (36.4%)	12.4 (28.2%)
No steps progress	6 (13.6%)	4 (9.1%)	5 (11.4%)	7 (15.9%)	5 (11.4%)	2 (4.5%)	5 (11.4%)	5 (11.4%)	5 (11.4%)	10 (22.7%)	6 (13.6%)	6 (13.6%)	1 (2.3%)	3 (6.8%)	7 (15.9%)	4 (9.1%)	7 (15.9%)	5.2 (11.8%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (2.3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0.1 (0.1%)
Missing Data	4 (9.1%)	4 (9.1%)	4 (9.1%)	4 (9.1%)	4 (9.1%)	4 (9.1%)	4 (9.1%)	4 (9.1%)	4 (9.1%)	4 (9.1%)	4 (9.1%)	4 (9.1%)	4 (9.1%)	4 (9.1%)	4 (9.1%)	4 (9.1%)	4 (9.1%)	4.0 (9.1%)

Attainment on Entry 2018

EYPP children have the 'highest % at ARA + above' compared with Non- EYPP children across all AOLs except for 'MH' and 'T' where non EYPP are higher and 'the world' where both groups have the same ARA on entry.

	Entry 2018			Midpoint 2019			EOY 2019		
Aspect of Learning	**EYPP ARA and above**	**Non EYPP ARA and above**	**% diff**	**EYPP ARA and above**	**Non EYPP ARA and above**	**% diff**	**EYPP ARA and above**	**Non EYPP ARA and above**	**% diff**
Listening and Attention	31.8	29.2	2.6						
Understanding	40.9	19.5	21.4						
Speaking	45.4	19.5	25.9						
Moving and Handling	36.4	51.1	14.7						
Health and Self-Care	49.9	31.7	18.2						
Self- Confidence and Self-Esteem	40.9	26.8	14.1						
Managing Feelings and Behaviour	31.8	21.9	9.9						
Making Relationships	43.3	21.9	21.4						
Reading	22.7	22	0.7						
Writing	36.4	29.2	7.2						
Numbers	27.2	19.4	7.8						
Shape, Space and Measures	31.8	17.1	14.7						
People and Communities	31.8	19.5	12.3						
The World	31.8	31.8	0						
Technology	31.7	37.1	5.4						
Exploring and Using Media and Materials	45.4	36.6	8.8						
Being Imaginative	40.9	29.2	11.7						

Entry 2018 - > autumn 2 2018

Non-EYPP children have made more progress compared with EYPP children; this is due to the lower starting points of the non-EYPP children compared with the starting points of EYPP children. The comparison is based on those children making 3 steps progress and / or more from baseline -> autumn 2.

	Progress Entry -> Autumn 2 3 steps or more		**Progress Autumn 2 -> Midpoint**		**Progress Midpoint -> EOY**	
Aspects of Learning	**EYPP**	**Non-EYPP**	**EYPP**	**Non-EYPP**	**EYPP**	**Non-EYPP**
Listening and Attention	33.3	15.9				
Understanding	25	31.8				
Speaking	8.3	36.4				
Moving and Handling	20.8	34.1				
Health and Self-Care	33.3	34.1				
Self- Confidence and Self-Esteem	29.2	29.5				
Managing Feelings and Behaviour	20.8	20.5				
Making Relationships	25	31.8				
Reading	12.5	31.8				
Writing	16.7	22.7				

Numbers	0	15.9				
Shape, Space and Measures	12.5	43.2				
People and Communities	16.7	13.6				
The World	16.7	20.5				
Technology	16.7	25				
Exploring and Using Media and Materials	16.7	29.5				
Being Imaginative	16.7	25				
Average	18.9	25.9				

Early Years Pupil Premium Funding 2018 2019

The 'Early Years Pupil Premium' Funding for 2018 19, is £7200 which represents 35.3% of the cohort (24 children x £300).

The key elements of our Action Plan are based on the best approaches to teaching and learning.

Requisite	Action	Next Steps	Time Frame	Lead	Cost	Budget Code	Monitor
Identify those families entitled to' Early Years Pupil Premium' Funding (EYPP)	• Parents supported to complete paperwork to submit to local authority • EYPP children identified • EYPP – 24 children 35.3% • Create EYPP group on Target Tracker	• Staff awareness of EYPP children in their group – staff were given a list of identified children in their group – Oct18. • Identify the interests of EYPP children – meeting in Dec 18 to list identified children's interests and collaborative planning to target those interests.	OCT 18	NG	NIL	NA	JJ / RH
Attainment analysis, comparison and monitoring: - • Entry	• Analysis / outcomes shared with KWs • Attainment on Entry analysis/ comparison • Identification of % comparisons at ARA and above • Highlight % differences in AOLs between 2 groups	• EYPP children outperforming non-EYPP across all AOLs with the exception of: - 1. MH 2. T • Procurement of targeted weekly intervention from AG (independent Advisor for Inclusion and disability sport) • Pupil Progress Meetings – Completed Jan 19, summary given to keyworkers. • Procurement of resources to target identified curriculum areas – Moving and Handling and Technology.	OCT 18	JJ	£15 per hour		RH
Progress analysis, comparison and monitoring: - • Autumn 2	• Progress analysis / comparison. • Identification of % comparisons making 3 steps progress and more from baseline -> autumn2	• Procurement of targeted weekly intervention from 'Street Dance' Specialist	OCT 18	JJ	£30 per hour		JJ/RH
Attendance of EYPP / non-EYPP children will be monitored and compared	• EYPP / non-EYPP attendance for autumn term: - **EYPP** **Non-EYPP** ALL 84.5% 82.7% Girls 85.9% 79.9% Boys 85.3% 85.3	• Continue to monitor, with focus on ND, FH, LMO	JAN 19	JJ	NIL	NA	RH
Organisation of parent workshops to develop understanding to support the children's developmental needs and skill acquisition	• Parents / carers have a better understanding regarding the development of their child's language and skill acquisition • Parents are confident to deliver key learning opportunities at home	Reading workshop was delivered - November 2018 Maths workshop planned for March 2019 – parents to be given resource pack to take home of activities they can complete to support children's learning.	TERMLY	RH	£50	NA	RH
Teaching Assistants will give dedicated time to each child to work on individual 'next steps'	• Rhythm of the day changed to allow for 'attachment time' at the beginning of each session. Keyworkers to complete activities to target children's next steps in learning. • Ongoing observations of	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.	TERMLY	RH	NIL	NA	RH

	children identify accessed areas and provision for 'next steps'						
Attainment analysis, comparison and monitoring: - • Midpoint			APR 19	JJ	NIL	NA	RH
Progress analysis, comparison and monitoring: - • Midpoint	•		APR 19	JJ			RH
Attendance of EYPP / non-EYPP children will be monitored and compared	•		APR 19	JJ			RH
Attainment analysis, comparison and monitoring: - • EOY	•		JUNE 19	JJ			RH
Progress analysis, comparison and monitoring: - • EOY	•		JUNE 19	JJ			RH
Attendance of EYPP / non-EYPP children will be monitored and compared	•		JUNE 19	JJ			RH