Rowley View and Rowley Robins Nursery
Action Plan EYPP 2017 – 2018

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. EYPP was introduced in April 2015, therefore 2017 – 2018 is the third academic year we have received additional funding. We understand what approaches to teaching and learning have the most impact and this year we are operating nursery with a lower than recommended ratio of staff 1:8 and G4's (Teaching Assistants) are working towards targets set during staff appraisal to support the development of individual EYPP children throughout the year. Over recent years our levels of communication and language have always been below expected on entry and given that this is fundamental for all areas of learning, communication and language form the basis of the action plan for this academic year. We have also found that increasing life experiences such as: local trips and educational visitors has had a positive outcome for EYPP children's attainment. 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.

Progress Report for all children (72 children) 2016 - 2017

- Rapid progress, 7 steps or more
- Good Progress, 6 steps

Target Tracker

Progress Breakdown Report

Rec 'Barn Owl AM' 'Barn Owl PM' 'Snowy Owl AM' 'Snowy Owl PM' 'Tawny Owl AM' 'Tawny Owl PM' - All Pupils (72 pupils)

22 October 2017

Nur Aut1 to Nur Sum2

	Communication and language No. (%)	Physical development No. (%)	Personal, social and emotional development No. (%)	Literacy No. (%)	Mathematics No. (%)	Understanding the world No. (%)	Art and design No. (%)
Progressed by 7 steps or more	11 (15%)	12 (17%)	11 (15%)	11 (15%)	17 (24%)	12 (17%)	11 (15%)
Progressed by 6 steps	11 (15%)	6 (8%)	9 (13%)	10 (14%)	13 (18%)	10 (14%)	8 (11%)
Progressed by 5 steps	12 (17%)	17 (24%)	11 (15%)	19 (26%)	13 (18%)	15 (21%)	19 (26%)
Progressed by 4 steps	15 (21%)	16 (22%)	17 (24%)	10 (14%)	11 (15%)	18 (25%)	13 (18%)
Progressed by 3 steps	12 (17%)	8 (11%)	10 (14%)	11 (15%)	6 (8%)	10 (14%)	9 (13%)
Progressed by 2 steps	5 (7%)	7 (10%)	7 (10%)	6 (8%)	5 (7%)	2 (3%)	7 (10%)
Progressed by 1 step	2 (3%)	2 (3%)	3 (4%)	1 (1%)	2 (3%)	1 (1%)	1 (1%)
No steps progress	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (1%)	0 (0%)	0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Missing Data	4 (6%)	4 (6%)	4 (6%)	4 (6%)	4 (6%)	4 (6%)	4 (6%)

Progress Report for EYPP children (28 children) 2016 - 2017

- Rapid progress, 7 steps or better
- Good Progress, 6 steps

Rowley View and Rowley Robins Nursery
Action Plan EYPP 2017 – 2018

Target Tracker

Progress Breakdown Report

Rec 'Barn Owl AM' 'Barn Owl PM' 'Snowy Owl AM' 'Snowy Owl PM' 'Tawny Owl AM' 'Tawny Owl PM' - Pupil Premium (28 pupils)

22 October 2017

Nur Aut1 to Nur Sum2

	Communication and language No. (%)	Physical development No. (%)	Personal, social and emotional development No. (%)	Literacy No. (%)	Mathematics No. (%)	Understanding the world No. (%)	Art and design No. (%)
Progressed by 7 steps or more	4 (14%)	5 (18%)	4 (14%)	5 (18%)	6 (21%)	4 (14%)	5 (18%)
Progressed by 6 steps	5 (18%)	1 (4%)	6 (21%)	1 (4%)	5 (18%)	4 (14%)	4 (14%)
Progressed by 5 steps	3 (11%)	6 (21%)	2 (7%)	8 (29%)	5 (18%)	7 (25%)	6 (21%)
Progressed by 4 steps	6 (21%)	8 (29%)	9 (32%)	6 (21%)	5 (18%)	8 (29%)	5 (18%)
Progressed by 3 steps	7 (25%)	4 (14%)	4 (14%)	5 (18%)	5 (18%)	5 (18%)	5 (18%)
Progressed by 2 steps	2 (7%)	3 (11%)	2 (7%)	3 (11%)	1 (4%)	0 (0%)	2 (7%)
Progressed by 1 step	1 (4%)	1 (4%)	1 (4%)	0 (0%)	1 (4%)	0 (0%)	1 (4%)
No steps progress	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Main Barriers to Learning

- **Limited life experiences**
- **Communication, Language and understanding**

Early Years Pupil Premium (EYPP) attainment on Entry and Exit compared with Non EYPP 2016 – 2017

Rowley View and Rowley Robins Nursery
Action Plan EYPP 2017 – 2018

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 on EXIT	Not EYPP Working at or above exception on EXIT	% difference
Listening and Attention	35.7%	29%	6.7%	71.4%	61.4%	10%
Understanding	35.7%	31.8%	3.9%	75%	63.6%	11.4%
Speaking	39.3%	22.7%	16.6%	75%	56.8%	18.2%
Moving and Handling	39.3%	45.5%	+6.2%	85%	77.3%	7.7%
Health and Self-Care	57.1%	36.4%	20.7%	82.1%	72.7%	9.4%
Self – Confidence and Self-Esteem	46.4%	36.4%	10.2%	78.6%	61.4%	17.2%
Managing Feelings and Behaviour	39.3%	29.5%	9.8%	60.7%	56.8%	3.9%
Making Relationships	39.3%	25.0%	14.3%	71.4%	56.8%	14.6%
Reading	39.3%	20.5%	18.8%	64.3%	56.8%	7.5%
Writing	35.7%	31.8%	3.9%	71.4%	63.6%	7.8%
Numbers	35.7%	20.5%	15.2%	60.7%	54.5%	6.2%
Shape, Space and Measures	32.1%	13.6%	18.8%	64.3%	52.3%	12%
People and Communities	28.6%	22.7%	5.9%	71.4%	63.6%	7.8%
The World	32.1%	27.3%	4.8%	67.9%	59.1%	8.8%
Technology	57.1%	27.3%	29.8%	89.3%	70.5%	18.8%
Exploring and Using Media and Materials	50.0%	27.3%	22.7%	82.1%	68.2%	13.9%
Being Imaginative	32.1%	31.8%	0.3%	85.7%	59.1%	26.6%

Summary from 2016-2017

End of year data highlights that EYPP children's attainment was higher on exit that non EYPP children in every area of learning. This could be that the majority of children who are entitled to EYPP funding accessed two year funded provision.

Early Years Pupil Premium Funding 2017 – 2018

This financial year the 'Early Years Pupil Premium' Funding is £7250.40 which is 35% of our cohort. The key elements of our Action Plan are based on the best approaches to teaching and learning.

Update on EYPP Funding January 2018

Our percentage of EYPP children increased due our January starters. Current numbers are 38 children which equates to 40% of children.

Rowley View and Rowley Robins Nursery
Action Plan EYPP 2017 – 2018

Action	Time Frame	RR Lead	RVN Lead	Cost	Budget Code	Monitoring	Success Criteria
• To identify those families entitled to' Early Years Pupil Premium' Funding (EYPP)	Oct 17		NG/ NC	Nil			• 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 - 24 Children EYPP / 35% **Forms were completed during home visits and submitted to the local authority within the stated timeframe.**
• Create a group of EYPP children on 'Target Tracker' to monitor progress against non-EYPP children	Oct 17		NC	Nil		JJ	• EYPP children identified with whole-staff awareness **Children's contextual information was updated on Target Tracker to allow us to compare EYPP children's progress and Attainment with non EYPP children's progress and attainment. This was also updated in Jan 18 to include Jan starters.**
• School to become involved with Local Authority Pupil Premium Auditing • Work alongside Early Years School improvement team to design and implement an audit tool to use across the Nursery schools and PVI's within Walsall.	Nov 17		NC/AS				• Constancy for EYPP across settings within the Authority • Research cost effective strategies • Compare date across settings **Deputy has now attended two training sessions – 18.10.17 and 16.11.17 trialled an authority audit. A further meeting has been scheduled for the audit to be presented during the Early Years Network meeting during the Summer term.**
• To monitor EYPP and Non EYPP attendance throughout the year	Aut2 Spr 2 Sum 2		NC/NJ			JJ	• To monitor attendance throughout the year to see if there is a difference between EYPP and non EYPP children's attainment. **A report was run from Simms on the 24.01.18 to compare the attendance of the two groups. The measured perios was 4.09.17 – 24.01.18. It highlighted that EYPP children's attendance was better by 4%.**
• Identify areas for accelerating progress across all vulnerable groups –	Aut2 17		NC	Nil Nil		JJ JJ	• Appraisal objectives link directly to accelerating progress and 'diminishing the difference'

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 • Key workers / teaching assistants will deliver specific interventions which will be shared with child and parents • Teaching Assistants will give dedicated time to each child to work on individual 'next steps' • 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 identify accessed areas and provision for 'next steps'				Nil Nil KWs to deliver TAs to deliver	 PP1 PP1	JJ JJ JJ JJ	• 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 **Keyworkers have all been provided with a proforma to complete regarding recommended individual intervtions for the EYPP children in their groups. An action plan is currently be drawn up regarding the recommendations.**
• Monitor progress and interventions • Data analysis to monitor impact of intervention and discuss during pupil progress meetings	Aut2 data		NC	Nil		JJ	• Accelerated progress for identified, specific curriculum aspects • Difference between EYPP and non-EYPP is diminishing **EYPP children attainment / progress was discussed during recent Pupil Progress meetings and specific children have been paced into various groups according to individual needs, these include: Ealry Talk Boost, Nurture, Higher Ability and Daily Focus groups.** **All interventions continue to run along our core offer within Nursery.**

Rowley View and Rowley Robins Nursery
Action Plan EYPP 2017 – 2018

• CPD opportunities to revisit activities modelled previously • SLT observe / monitor staff for application of activities modelled and coached by resident artist from the previous year							• All staff demonstrate an understanding and awareness of strategies, learning styles and key development stages to support all children • Feedback from observation provides opportunities for professional dialogue, development and challenge **SLT have observed several strategies implemented by resident musician from 2 years ago, some of these include: Rhythm Sticks, use of the over head projector and mark making in response to music.**
• Organisation of parent workshops to develop understanding to support the children's developmental needs and skill acquisition	Half termly		NC/ VS	Resources	PP1		• 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 **We have delivered one family workshop this academic year and the foucs was mark making. Our next family learning session will be held on the 12th February and this is for identified children who will be completing the Early Talk Boost Group.**
• Data analysis to monitor impact of intervention and discuss during pupil progress meetings	Spr 2						• Highlight any differences between EYPP children and non EYPP children **On entry, with the exception of the World, Non EYPP children's attainment was higher in every aspect of learning.** **Our second round of data shows that EYPP, with the exception of maths, EYPP children's attainment is now higher that Non EYPP in every aspect of learning.**
• Data analysis to monitor impact of intervention and discuss during pupil progress meetings	Sum1						• Highlight any differences between EYPP children and non EYPP children **Interventions are now in place, will monitor impact of interventions during the next round of data entry.**

• EOY data input and analysis	July 17	MW/JJ	NC/JJ			JJ	• Share outcomes with Governing Body
• 2 year data trends comparison and evaluation.	Sept 17	JJ	JJ			JJ	• Implement any changes needed to curriculum to maintain consistent results between EYPP and Non EYPP

Date of EYPP Strategy Review: 3rd July 2018