Rowley View and Rowley Robins Nursery
Action Plan EYPP 2016 – 2017

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. Introduced in April 2015, 2016 – 2017 is the second academic year we have received EYPP. We understand which approaches to teaching and learning have the most impact. Practitioners are working towards targets set during staff appraisal to enhance planning to ensure it includes: children's interests, developmental needs and the 'Rhythm of 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 formed the basis of the plan for 2015-2016. 'Listening and attention' have a significant impact on children's overall attainment and EYPP funding last year was used to support this aspect of the curriculum using a resident musician, Oliver Armstrong, one day a week for the academic year.

Throughout the year, we ran workshops to support the parent's understanding of language development and skill acquisition and purchased resources for key workers to continue the activities which were modelled and coached by Oliver. Children made rapid progress as a result of the planned intervention, continuous monitoring is in-place this year to ensure key workers are implementing activities modelled and coached by the artist.

Rowley's exemplary, hard-working and committed Team of Early Years Practitioners, our enthusiastic and happy children and families and the new experiences are the key ingredients for success.

Progress Report for all children (74 children) 2015 - 2016

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

Target Tracker

Progress Breakdown Report

Rec 'GA' 'GP' 'RA' 'RP' 'YA' 'YP' - All Pupils (74 pupils)

05 December 2016

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	60 (81%)	66 (89%)	61 (82%)	63 (85%)	56 (76%)	60 (81%)	65 (88%)
Progressed by 6 steps	6 (8%)	3 (4%)	6 (8%)	7 (9%)	7 (9%)	5 (7%)	2 (3%)
Progressed by 5 steps	2 (3%)	2 (3%)	2 (3%)	1 (1%)	3 (4%)	4 (5%)	4 (5%)
Progressed by 4 steps	0 (0%)	2 (3%)	3 (4%)	0 (0%)	4 (5%)	3 (4%)	0 (0%)
Progressed by 3 steps	4 (5%)	1 (1%)	2 (3%)	2 (3%)	3 (4%)	1 (1%)	3 (4%)
Progressed by 2 steps	2 (3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (1%)	0 (0%)
Progressed by 1 steps	0 (0%)	0 (0%)	0 (0%)	1 (1%)	1 (1%)	0 (0%)	0 (0%)
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%)

Progress Report for EYPP children (33 children) 2015 - 2016

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

Target Tracker

Progress Breakdown Report

Rec 'GA' 'GP' 'RA' 'RP' 'YA' 'YP' - Pupil Premium (33 pupils)

05 December 2016

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	24 (73%)	28 (85%)	25 (76%)	27 (82%)	24 (73%)	24 (73%)	26 (79%)
Progressed by 6 steps	6 (18%)	1 (3%)	4 (12%)	3 (9%)	3 (9%)	4 (12%)	2 (6%)
Progressed by 5 steps	1 (3%)	1 (3%)	0 (0%)	1 (3%)	2 (6%)	1 (3%)	3 (9%)
Progressed by 4 steps	0 (0%)	2 (6%)	2 (6%)	0 (0%)	1 (3%)	2 (6%)	0 (0%)
Progressed by 3 steps	0 (0%)	1 (3%)	2 (6%)	1 (3%)	2 (6%)	1 (3%)	2 (6%)
Progressed by 2 steps	2 (6%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (3%)	0 (0%)
Progressed by 1 steps	0 (0%)	0 (0%)	0 (0%)	1 (3%)	1 (3%)	0 (0%)	0 (0%)
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%)

Early Years Pupil Premium Funding 2016 – 2017

This financial year the 'Early Years Pupil Premium' Funding is £9000, which is 41% of our cohort. The key elements of our Action Plan are based on the best approaches to teaching and learning.

Target Tracker

Entry Level Assessment Report

Nur 'Barn Owl AM' 'Barn Owl PM' 'Snowy Owl AM' 'Snowy Owl PM' 'Tawny Owl AM' 'Tawny Owl PM' - All Pupils (73 pupils)

07 December 2016

Year Nur (73 pupils)	Pupils No. (%)	Summer born No. (%)	Number of pupils (%) working at or above Nursery entry expectations									
			Communication and language	Physical development	Personal, social and emotional development	Literacy	Mathematics	Understanding the world	Art and design	Prime	Specific	All
All Pupils	73 (100)	25 (34)	20 (27)	32 (44)	23 (32)	18 (25)	17 (23)	20 (27)	24 (33)	18 (25)	14 (19)	14 (19)
Males	32 (44)	13 (41)	7 (22)	12 (38)	8 (25)	6 (19)	7 (22)	7 (22)	8 (25)	7 (22)	5 (16)	5 (16)
Females	41 (56)	12 (29)	13 (32)	20 (49)	15 (37)	12 (29)	10 (24)	13 (32)	16 (39)	11 (27)	9 (22)	9 (22)
In Care	1 (1)	1 (100)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
FSM	0 (0)	-	-	-	-	-	-	-	-	-	-	-
Not FSM	73 (100)	25 (34)	20 (27)	32 (44)	23 (32)	18 (25)	17 (23)	20 (27)	24 (33)	18 (25)	14 (19)	14 (19)
Pupil Premium	30 (41)	11 (37)	9 (30)	17 (57)	11 (37)	10 (33)	9 (30)	11 (37)	12 (40)	8 (27)	7 (23)	7 (23)
Not Pupil Premium	43 (59)	14 (33)	11 (26)	15 (35)	12 (28)	8 (19)	8 (19)	9 (21)	12 (28)	10 (23)	7 (16)	7 (16)
SEN Support	8 (11)	7 (88)	0 (0)	1 (13)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Education, health and care plan	0 (0)	-	-	-	-	-	-	-	-	-	-	-
Not SEN	65 (89)	18 (28)	20 (31)	31 (48)	23 (35)	18 (28)	17 (26)	20 (31)	24 (37)	18 (28)	14 (22)	14 (22)
Academically More Able	0 (0)	-	-	-	-	-	-	-	-	-	-	-

Key:

Prime
Specific

Below expectation (less than 80%)
Within expectation (between 80% and 96%)
Above expectation (above 96%)

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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 16		GW / NC	Nil			• EYPP children are identified with clear starting points for learning and development • RVN - 30 Children EYPP / 38% • RR – 7 Children EYPP / 35%
• Create a group of EYPP children on 'Target Tracker' to monitor progress against non-EYPP children	Oct 16		NC	Nil		JJ	• EYPP children identified with whole-staff awareness
• Identify areas for accelerating progress • 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	Aut2 16		NC	Nil Nil Nil Nil KWs to deliver TAs to deliver	PP1 PP1	JJ JJ JJ JJ JJ JJ	• Appraisal objectives link directly to accelerating progress and 'diminishing the difference' • 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 Popular activities are implemented regularly, allowing children sufficient time to discuss completed activities with the practitioner

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'next steps'							
• 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
• 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
• 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
• Plan and deliver a series of activities for a 'Target Group' focussing on the aspect of 'listening and attention'							
• Data analysis to monitor impact of intervention and discuss during pupil progress meetings	Spr 2						
• Data analysis to monitor impact of intervention and discuss during pupil progress meetings	Sum1						
• EOY data input and analysis	July 17	MW/JJ	NC/JJ			JJ	

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• 2 year data trends comparison and evaluation.	Sept 17	JJ				JJ	