



## Early Years Pupil Premium (EYPP) 2015-2016 Academic Year Report

Number of Children on Roll: September to December 2015: 95

Number of Children on Roll January to July 2015: 117

Number of Children Eligible for EYPP funding Sept to December 2015: 14 (15%)

Number of Children Eligible for EYPP funding January to March 2016: 23 (20%)

Number of Children Eligible for EYPP funding April to July 2016: 24 (21%)

Early Years Pupil Premium (EYPP) Allocation for 2015/2016 academic year was: £5995

For the purposes of comparative analysis we have included five children who turned three in the Autumn Term and attended within the main nursery cohort with 2 year old funding from September 2015 (and were in receipt of EYPP funding from January 2016). We have not included four further children who started in January 2016 and received the EYPP funding as it is not possible to compare their progress across the whole year. However these children did receive the same support and opportunities and individual records show similar levels of progress and attainment. Therefore the analysis is based on 19 children across the whole year.

### The EYPP allocation for 2015/2016 was targeted to:

1. Improve staffing ratios to allow additional targeted interventions / catch up groups to improve levels of overall attainment and 'narrow the gap'. Particular focus was given to:
  - a. Communication and language;
  - b. Personal, social and emotional development
2. Provide additional supported places at the lunch club to enable children to improve their social skills and increase in self-confidence for school readiness.

### Impact Assessment

1:1 Interventions and small group activities, including additional hours at the lunchtime group in some cases, led by an experienced practitioner led to good levels of attainment for all children. One child (6% of the EYPP group) has substantial additional needs and was also in receipt of high needs funding to support 1:1 development. This child is included in the EYPP group although the majority of the substantial additional support required was funded through high needs funding.

100% of children in receipt of EYPP received additional support.

The percentage of children in receipt of EYPP who attained **above** the Age Related Expectations (ARE) was higher than the attainment of the whole cohort who attained **above** the ARE in 10 of the 17 strands of the EYFS. The table below illustrates this.

**Attainment at the End of the Academic Year (July 2016)  
for the 19 eligible children compared to the entire cohort.**

	Children in Receipt of EYPP			All Children		
	Below ARE	Age Related Expectation	Above ARE	Below ARE	Age Related Expectation	Above ARE
Making relationships	5%	27%	68%	4%	38%	58%
Self confidence	0	27%	73%	0	33%	66%
Managing feelings	5%	32%	63%	1%	36%	63%
Listening & attention	5%	27%	68%	3%	30%	66%
Understanding	5%	32%	63%	8%	37%	53%
Speaking	5%	32%	63%	9%	37%	53%
Moving & handling	0	42%	58%	0	25%	75%
Health & self-care	0	11%	89%	0	18%	82%
Reading	5%	53%	42%	1%	54%	44%
Writing	11%	27%	63%	2%	45%	53%
Numbers	11%	63%	27%	3%	55%	52%
Shape & space	11%	42%	47%	4%	44%	52%
People & communities	5%	42%	53%	3%	47%	51%
The world	5%	53%	42%	3%	60%	36%
Technology	0	42%	58%	1%	34%	66%
Exploring and using media	5%	47%	47%	0	42%	58%
Being imaginative	5%	32%	63%	3%	40%	58%

**Highlighted areas are those in which EYPP children were achieving at the same level or above the whole cohort.**

In 11 of the 17 strands the children in receipt of EYPP support were achieving at the same level or above the cohort as a whole. Numbers, writing and shape and space are the strands where the highest number of EYPP children did not attain their age related expectation. These areas of learning are particularly specific skills which some EYPP and high needs children are not ready to develop. The lower level of attainment does not mean that the interventions have had a limited impact but rather reflect that the starting point for some of these children was very low.

Progress during the 2015/2016 Academic Year for the EYPP Children  
to the entire nursery.

compared

	1 step progress		2 steps progress		3 steps progress		4 steps progress		5 or more steps progress		3 or more steps progress	
Making relationships	6%	5%	7%	0	31%	37%	30%	32%	26%	26%	87%	95%
Self confidence	6%	5%	28%	21%	34%	42%	24%	32%	9%	0	67%	74%
Managing feelings	1%	0	9%	0	36%	58%	19%	11%	34%	32%	89%	100%
Listening & attention	3%	5%	18%	5%	42%	42%	22%	37%	14%	11%	78%	90%
Understanding	2%	0	9%	11%	37%	42%	27%	21%	25%	27%	89%	90%
Speaking	3%	0	7%	11%	32%	42%	34%	32%	23%	16%	89%	90%
Moving & handling	0	0	15%	11%	32%	53%	35%	21%	17%	16%	85%	90%
Health & self-care	2%	0	15%	11%	31%	42%	35%	27%	17%	21%	83%	90%
Reading	2%	0	14%	11%	39%	42%	35%	37%	10%	11%	84%	90%
Writing	5%	5%	14%	21%	38%	42%	31%	5%	13%	27%	82%	74%
Numbers	5%	5%	8%	11%	30%	16%	31%	42%	27%	27%	88%	85%
Shape & space	0	0	8%	5%	25%	27%	33%	32%	34%	37%	92%	96%
People & communities	2%	5%	14%	16%	42%	32%	27%	16%	14%	32%	83%	80%
The world	2%	0	26%	32%	34%	32%	31%	27%	7%	11%	72%	70%
Technology	0	0	14%	16%	34%	16%	33%	32%	19%	37%	86%	85%
Exploring and using media	1%	0	17%	16%	43%	58%	31%	16%	8%	11%	82%	85%
Being imaginative	2%	5%	13%	21%	44%	47%	28%	27%	13%	0%	85%	74%

Black font is all children    Blue font is pupil premium children

Highlighted areas are those in which EYPP children made greater progress than the cohort as a whole.

The table above clearly demonstrates the positive impact that the interventions and small group work have had on the children in receipt of EYPP; in 11 out of the 17 strands a greater percentage of EYPP children made three steps or more progress compared with the cohort as a whole and in the remaining strands they made very comparable progress.

This reflects a similar pattern to the previous academic year when a greater percentage of children in receipt of EYPP funding made three steps or more progress in 10 out of the 17 strands.

## Attainment Comparison for EYPP Children in 2015-16 to those in 2014-15 Academic Year

The table below shows the improvement in attainment levels for children in receipt of EYPP funding for the 2015-2016 academic year compared to the children in receipt of EYPP funding for the 2014-2015 Academic year.

	2014-2015			2015-2016			Improvement of those achieving above ARE from 2014-15 to 2015-16
	Below ARE	Age Related Expectation	Above ARE	Below ARE	Age Related Expectation	Above ARE	
Making relationships	0	47%	53%	5%	27%	68%	15%
Self confidence	0	35%	65%	0	27%	73%	8%
Managing feelings	6%	41%	53%	5%	32%	63%	10%
Listening & attention	12%	47%	41%	5%	27%	68%	27%
Understanding	0	47%	53%	5%	32%	63%	10%
Speaking	18%	51%	29%	5%	32%	63%	34%
Moving & handling		35%	65%	0	42%	58%	
Health & self-care	0	41%	59%	0	11%	89%	30%
Reading	0	71%	29%	5%	53%	42%	13%
Writing	6%	59%	35%	11%	27%	63%	28%
Numbers	12%	76%	12%	11%	63%	27%	15%
Shape & space	12%	65%	24%	11%	42%	47%	23%
People & communities	6%	88%	6%	5%	42%	53%	47%
The world	0	88%	12%	5%	53%	42%	30%
Technology	4%	59%	35%	0	42%	58%	23%
Exploring and using media	0	65%	35%	5%	47%	47%	12%
Being imaginative	0	76%	24%	5%	32%	63%	39%

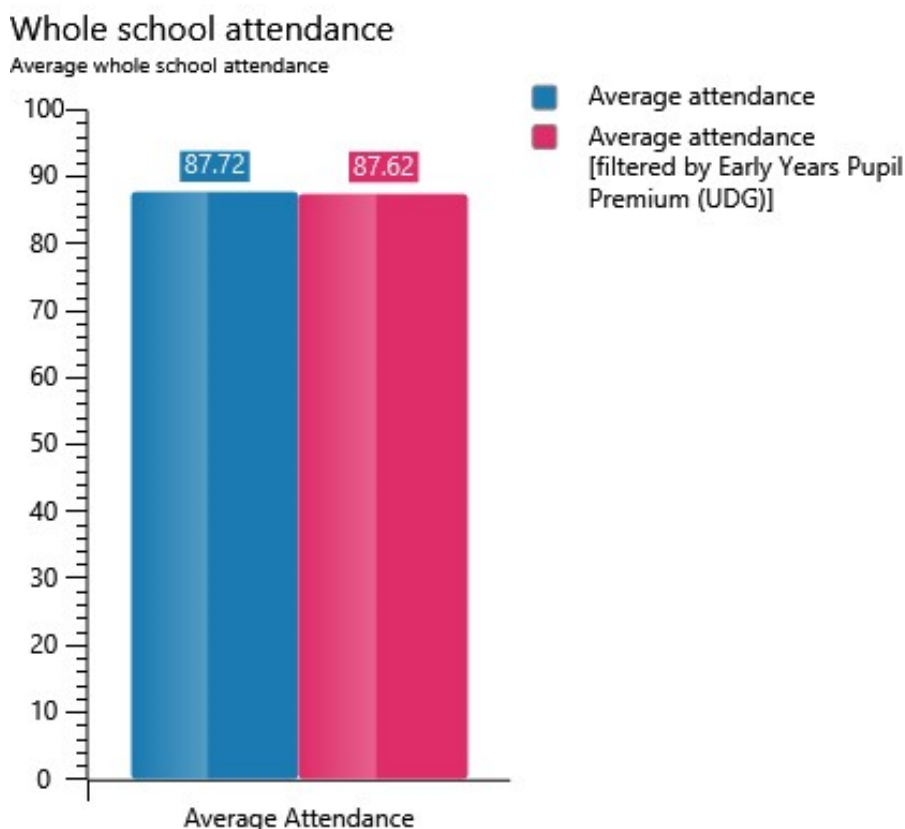
The number of children receiving EYPP funding was 23 in July 2015 compared to the control group of 19 used in July 2016. However the funding was only available from January 2015 so children in the 2014 to 2015 academic year only received two terms of additional support compared to the 3 terms additional support in the 2015-2016 academic year. **Highlighted areas are those in which the attainment made by the EYPP children has increased to 'above age related expectations' in 2015-2016 compared to 2014-2015.**

These figures show that in all but one of the 17 strands (moving and handling) there has been **an increase in the percentage of EYPP children achieving above the ARE** and that in 13 strands this movement is above 10%. In 9 strands it is above 20% and in 3 strands it is above 30%. EYPP children achieving below ARE in both academic years was very low; but there has been **significant movement from those simply achieving their ARE towards those exceeding it. This improvement reflects the increase in the additional provision provided over three rather than two terms and the benefit of a dedicated member of staff to provide the support.**

### Attendance of Children in receipt of EYPP

Nursery education is non-statutory but parents are encouraged to ensure their children attend all sessions unless their child is ill or there are any extenuating circumstances and reasons for absence are always followed up by staff. Unfortunately sickness levels are high as attendance at nursery exposes many children to a wide range of viruses for the first time.

Attendance by children in receipt of the EYPP (87.62%) was only fractionally lower than the average for the whole school (87.72%). This reflects that the parents and children are engaged on a comparable level with the nursery as a whole.



## Pupil Premium Strategy Statement September 2016

### 1. Summary Information

<b>School</b>	Ronald Tree Nursery School				
<b>Academic Year</b>	2016-2017	<b>Total EYPP budget</b>	£8600 estimate	<b>Date of most recent PP Review</b>	21/09/16
<b>Total number of pupils</b>	100	<b>Number of pupils eligible for EYPP</b>	26 (+14 from Jan17?)	<b>Date for next internal review of this strategy</b>	21/09/17

### 2. Barriers to future attainment (for pupils eligible for EYPP)

#### In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

**A.** Poor language and communication skills

**B.** Limited concentration

#### External barriers *(issues which also require action outside school, such as low attendance rates)*

**C.** Poor attendance (parental perception that attendance is not important because it is not statutory)

**D.** Poor home learning environment

### 3. Desired outcomes *(Desired outcomes and how they will be measured)*

#### Success criteria

<b>A.</b>	For EYPP pupils to make the same or better progress than their peers in the core areas of the curriculum. This will be measured through analysis of the number of steps progress for all children at the end of the academic year.	The same or higher percentage of EYPP children attaining 3 steps progress compared to the whole cohort.
<b>B.</b>	To improve self-confidence and social skills of EYPP children through small group work and additional support during lunchtime sessions. This will be measured by looking at progress in personal, social and emotional development strands of the EYFS.	The same or higher percentage of EYPP children attaining 3 steps progress compared to the whole cohort.
<b>C.</b>	To improve levels of attendance for EYPP children by engaging with parents and rewarding good attendance. This will be measured through analysis of the registers.	EYPP children to have the same percentage attendance as the whole cohort.
<b>D.</b>	To encourage parents to become involved in their children's learning through issuing library books, stay and play sessions and suggestions for home learning activities. This will be measured through engagement with parents.	Increase in number of parents engaging with home learning activities.

4. Planned expenditure					
Academic year		2016-2017			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Good or outstanding teaching by all practitioners to ensure all children maximise their attainment and make at least 2 steps progress in all strands of the EYFS	Staff training to address identified needs, performance management. Staff to share best practice & experience. Provision of high quality resources & activities. Whole session, circle time, small group and one to one teaching across a range of areas.	Well qualified, trained & informed staff will be able to respond to the needs of all children better.	Performance management, teaching observations, training courses, liaison with other settings, feedback from parents, staff meetings.	HT & Teacher	September 2017
<b>Total budgeted cost</b>					£1000
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
EYPP children to make the same of better progress than their peers in the core areas of the curriculum	1:1 & small group work focussing on strands of EYFS	Many children in receipt of EYPP enter with below Age Related Expectations in speech & language. Focussing on this initially individually & in small groups improves outcomes for these children in all areas.	Observations of staff, monitoring of records, termly reviews	HT & Teacher supported by EYA	September 2017
<b>Total budgeted cost</b>					£5350

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To improve self-confidence and social skills of EYPP children	Small group work & attendance at lunchtime sessions	Many children in receipt of EYPP have low levels of self-confidence and social skills. Inviting them to lunchtime sessions develops these skills and better prepares the children for interactions in primary school.	Observations of staff, monitoring of records, termly reviews	HT & Teacher supported by EYA	September 2017
EYPP children to achieve the same level of attendance as their peers	Engagement with parents/rewarding good attendance	Nursery attendance is lower than we would like because it is non-statutory & parents do not perceive it to be important. Better attendance would improve the attainment and progress of all children but especially those from more disadvantaged backgrounds.	Attendance records	HT & SBM	September 2017
Engage parents to encourage and support their children's learning	Engagement with parents/ideas of activities to do with children/books to read at home.	Parents are children's first educators. Supporting and encouraging their children to learn and make learning fun will have benefits for the child's attainments and progress.	Termly progress reviews; parental feedback questionnaires	HT & Teacher supported by EYA	September 2017
<b>Total budgeted cost</b>					<b>£2250</b>

Governing Body of Ronald Tree Nursery School

21<sup>st</sup> September 2016