

1. Review of expenditure for children in receipt of Early Years Pupil Premium September 2016 to July 2017

Previous Academic Year	2016-2017	Ronald Tree Nursery School
Number of Children on roll	September 2016 to December 2016: 100 of which 63 potentially eligible for EYPP January 2017 to March 2017: 120 of which 92 potentially eligible for EYPP April 2017 to July 2017: 129 of which 108 potentially eligible for EYPP	
Number of Children Eligible for EYPP funding	September 2016 to December 2016: 25 (40% of those potentially eligible for EYPP) January 2017 to March 2017: 40 (43% of those potentially eligible for EYPP) March 2017 to July 2017: 45 (42% of those potentially eligible for EYPP)	

Funding Received: £10,732

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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 by dedicated staff.	<p>The member of staff working with children with additional educational needs cascaded training to all staff on developing children's social skills and language.</p> <p>The member of staff doing the majority of 1:1 support attended sign language training to help develop children's communication skills.</p> <p>At the start of the academic year 50% of children were below Age Related Expectations (ARE) in PSE, compared to only 3% of children below ARE at the end of the academic year.</p> <p>At the start of the academic year 45% of children were below ARE in communication and language compared to 7% at the end of the year.</p> <p>In physical development 43% of children were below ARE at the start of the academic year compared to 1% at the end of the year.</p>	All children made good progress during the year. Areas which showed a lower level of attainment were understanding, speaking and numbers. Focus work was based around language skills and PSE. This focus needs to continue as these prime areas are the basis for the other areas of the EYFS.	£80

ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>EYPP pupils to make the same or better progress than their peers in the core areas of the curriculum</p>	<p>1:1 & small group work focussing on strands of EYFS</p>	<p>86% of children in receipt of EYPP made 3 or more steps progress. 14% of the children in receipt of EYPP made up to 2 steps progress. Two children in receipt of EYPP had substantial additional needs one of whom was in receipt of High Needs Funding. They have been included in the EYPP figures although the majority of additional support required was funded through high needs funding.</p> <p>In communication 90% of children in receipt of EYPP made 3 or more steps progress compared with 89% of the whole cohort.</p> <p>In physical development 92% of children in receipt of EYPP made 3 or more steps progress compared to 88% of the cohort as a whole. 81% of children in receipt of EYPP made 3 steps progress or more in PSE compared to 82% of the cohort as a whole. Self-confidence strand was the one in which there was the largest gap between EYPP and cohort (EYPP 12% lower).</p> <p>The social work student who worked with children at Ronald Tree for 6 months of the academic year focussed on children with social care involvement all of whom were in receipt of EYPP. Staff were able to learn methodology from him which will benefit children in similar circumstances in future</p>	<p>Children in receipt of EYPP made progress across the year broadly in comparison with their peers.</p> <p>In 10 of the 17 strands of the EYFS a higher percentage of children in receipt of EYPP achieved “expected progress” or better than the cohort as a whole. E.g. In “making relationships” 82% of the whole cohort made 3 or more steps progress but 92% of the children in receipt of EYPP made 3 or more steps progress.</p> <p>The percentage of the cohort eligible for EYPP doubled from the previous academic year whilst staffing resourcing remained broadly similar. Funding from EYPP needs to be directed more into staffing hours for 1:1 and small group work and less in supporting trips and additional hours.</p>	<p>£7,000</p>

iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To improve self-confidence and social skills of EYPP children	Small group work & attendance at lunchtime sessions	26 targeted children attended breakfast, lunch or afterschool sessions to support their self-confidence and social development. This was also seen to have an impact on their attendance at nursery. In making relationships 92% of children in receipt of EYPP made expected progress or better compared to 82% of the cohort as a whole.	Although attendance at these sessions had a beneficial effect, we feel that more focussed work with an EYA has the greater impact on the children's outcomes.	£3,370
EYPP children to achieve the same level of attendance as their peers.	Engagement with parents/rewarding good attendance	Whole school attendance was 86.87% and attendance by children in receipt of EYPP was 84.95%. This is broadly similar figure. Despite regular engagement with the parent one child in receipt of EYPP had 39% attendance which impacts on the overall picture. 75% of children in receipt of EYPP had above 90% attendance compared to 77% of the cohort as a whole.	Children with above 90% attendance were rewarded with certificates and a small gift. This served as an incentive and was well received by parents.	£78
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	Tapestry Learning Journey shares children's learning experiences with the home and enables parents to view and comment. Library books chosen by children on a weekly basis. Animal friends taken home on a regular basis and returned with feedback from home. Activity sheet issued to parents with the monthly newsletter. Music session for parents and "stay and read" with your child session. Singing in the community activity with children and families at Christmas. Farm visit to the nursery at the end of the academic year where parents encouraged to come and share their child's learning experience Positive responses from parents to all activities. High attendance by at all activities run during the normal session times. 30% of parents who attended the music session were in receipt of EYPP. 25% of parents who commented on Tapestry were in receipt of EYPP.	To continue to try and engage parents in their children's learning to improve outcomes for their children.	£200

