

**GLOUCESTER NURSERY SCHOOL**

**EARLY YEARS PUPIL PREMIUM – 2021-2022**

**Aim: To develop an inclusive strategy to support children in receipt of Early Years Pupil Premium at Gloucester Nursery School**

|  |  |
|--|--|
| <b>Academic Year: 2021–2022</b><br><b>Date of most recent EYPP Review: October 2021</b>  | <b>Total EYPP: Carry forward from previous years: £0</b><br><b>EYPP Funding for 2020 – 2021: £4487.25</b><br><b>EYPP Funding for 2021 – 2022:</b>  |
| <b>Number of children eligible for EYPP 2020-2021: 6 children (10%)</b><br><b>October 2020: 16 children (22%) January 2021; 20 children (25%)</b><br><b>July 2021</b><br><br><b>Number of children eligible for EYPP 2021–2022: 6 (Sept 2021)</b><br><br><b>Number of 3 and 4 year olds attending the nursery 2021-2022:57</b> | <b>Target Expenditure:</b> <ul style="list-style-type: none"> <li>• One to one or small group support to develop self-confidence and self- esteem; communication and speaking; social skills and early learning skills</li> <li>• Providing additional sessions including extended school provision for identified children</li> <li>• Enrichment experiences that will enhance learning opportunities.</li> </ul> |

**Baseline Data for Children from September 2021 (Gathered in October 2021): Children in receipt of EYPP**

|              | PSED     | C&L      | PD       | M        | L        | U of W   | EAD       |
|--------------|----------|----------|----------|----------|----------|----------|-----------|
| On Track     | 4<br>67% | 3<br>50% | 3<br>50% | 4<br>67% | 4<br>67% | 3<br>50% | 3<br>50%  |
| Not on track | 2<br>33% | 3<br>50% | 3<br>50% | 2<br>33% | 2<br>33% | 3<br>50% | 50<br>50% |

**Some Recognised Barriers:**

- Parental engagement, support at home and educational aspirations
- Lack of access to online learning and parental support during school closure
- Low levels of oral language and vocabulary which impacts on children's access to all areas of the learning and the curriculum
- Social, emotional and mental health issues that could impact on academic progress
- Low attendance rates; consistency in attendance, including lateness which impacts on progress due to missed/part sessions
- Difficulties at home (Eg involvement with Social Services, CP Plans, CIN plans, LAC and history of domestic violence, limited support from home) and require additional support.

**Attendance for children in receipt of EYPP:**

| Attendance Rates | Children in receipt of EYPP | Non EYPP children |
|------------------|-----------------------------|-------------------|
| 2021 - 2022      |                             |                   |
| 2020 - 2021      | 90.6%                       | 92.2%             |
| 2019 - 2020      | Not available               | Not available     |
| 2018 - 2019      | 90.9%                       | 84.8%             |
| 2017 - 2018      | 91.4%                       | 85.23%            |

**Desired Outcomes:**

- Children in receipt of EYPP continue to feel safe and happy at the nursery and have the opportunities to talk about any worries/difficulties they have
- Practitioners will identify and support the individual needs of children in receipt of EYPP.
- To ensure all children receiving EYPP make expected good progress based on their starting points.
- To ensure that children who need to make accelerated progress are identified and interventions are put in place.
- Quality learning and teaching occurs in all of the provision at Gloucester Nursery School.
- Learning environments indoors and out continue to promote language and vocabulary and all children have opportunities to access to this
- Continued engagement of families.
- Attendance rates improve to in-line with national expectations of 96%
- To narrow the gap between children's attainment.

| 1. <u>Quality of teaching for all</u>   |   |   |                |                |                     |               |          |       |   |   |  |
|---|---|---|----------------|----------------|---------------------|---------------|----------|-------|---|---|--|
| Desired outcome:  | Arrangements  | Evidence rationale for this   | Implementation | Responsibility | Evidence and Review |               |          |       |   |   |  |
| <p>For children to be settled and happy at nursery and to receive support with their learning and development, to reach their potential</p> <p>Language intervention groups led by members of staff</p> | <ul style="list-style-type: none"> <li>Improve attendance of children in receipt of EYPP funding by continued discussions with parents/carers</li> <li>Support children's attendance by offering additional sessions</li> <li>Support identified families by providing extended school provision (Eg. The A Team - after-school club)</li> </ul><br><ul style="list-style-type: none"> <li>Over the course of the week, identified children will work either on a one to one basis or in a small group with a member of staff</li> <li>Continue to develop language and vocabulary by planning experiences based on Tales Toolkit on a fortnightly basis</li> </ul> | <p>Consistent attendance supports children's outcomes</p> <p>Attendance data:</p> <table border="1"> <tr> <td>2020-2021</td> <td>90.6%</td> </tr> <tr> <td>2019-2020</td> <td>Not Available</td> </tr> <tr> <td>2018 -19</td> <td>90.9%</td> </tr> </table> <p>Engaging with parents/carers will improve attendance and support children's achievements</p> | 2020-2021      | 90.6%          | 2019-2020           | Not Available | 2018 -19 | 90.9% | <p>Office staff to follow up any absence and report to Headteacher</p> <p>Extended school provision (£300)</p> <p>Early Years Assistants and Nursery Workers £1,500</p> <p>Headteacher to reiterate to parents the importance of regular attendance</p> | <p>Headteacher to monitor and report to Governors</p> <p>Family Workers and Headteacher to plan</p> <p>Headteacher to monitor</p> | <ul style="list-style-type: none"> <li>Improvement in attendance over the course of the year</li> <li>Increase in well-being and involvement levels</li> </ul><br><ul style="list-style-type: none"> <li>Attainment and progress across the Foundation Stage particularly in Personal Social and Emotional Development and Communication and Language</li> <li>Increase in well-being and involvement</li> </ul> |
| 2020-2021   | 90.6%   |   |                |                |                     |               |          |       |   |   |  |
| 2019-2020   | Not Available   |   |                |                |                     |               |          |       |   |   |  |
| 2018 -19  | 90.9%   |   |                |                |                     |               |          |       |   |   |  |

|  |  |   |  |  |   |
|--|--|---|--|--|---|
| <p>All children will have a rich, exciting and varied curriculum including visiting the local community or through visitors to the nursery school</p> <p>Parents and families respond well to appropriate targeted school support and outside agency support</p> | <ul style="list-style-type: none"> <li>• Arrange visits in the local community and further afield in order to stimulate language development and self confidence</li> <li>• Over the course of the year, experiences will be arranged that relate to children's interests.</li> <li>• Headteacher and Senior Family Worker (DSLs) to work with families having issues at home and involve outside agencies when required.</li> <li>• Children and families affected by COVID-19 to access support where needed.</li> </ul> | <p>Visits to the community will enhance and support the curriculum for all the children <b>(this will be dependent on restrictions due to COVID-19)</b></p> <p>Children and families identified and appropriate support is put into place and monitored by the termly DSL and DDSL. Parents attending and engaging with meetings and actions.</p> | <p>Enrichment activities Eg visits into the community (£3,190)</p> <p>Safeguarding meetings termly with DSLs<br/>Feedback from parents at meetings</p> | <p>Headteacher in liaison with the School Business Manager will arrange enrichment experiences/opportunities</p> <p>DSL and DDSL</p> | <ul style="list-style-type: none"> <li>• Attainment and progress across the Foundation Stage particularly in Personal Social and Emotional Development and Communication and Language</li> <li>• Increase in well-being and involvement</li> <li>• Engagement of families at meetings and with external services</li> <li>• Engagement with families in supporting their children's learning and development</li> <li>• Attendance rates improve</li> </ul> |
|--|--|---|--|--|---|

### **Measuring the impact of EYPP:**

The Headteacher will monitor the progress of EYPP children regularly from the tracking data (once a term). Discussions with Family Workers regarding the interventions children are receiving and the impact they are having on the children's progress are adjusted accordingly, interventions are monitored to ensure that they are supporting children's progress.

**Baseline - Cohort 2021-2022:**

The 2021–2022 cohort consist of 57 children; 4 of these children attend the G2 provision as this provision best suits their developmental needs.

**Children not in receipt of EYPP:**

|                     | PSED                    | C & L                   | PD                      | M                       | L                       | U Of W                  | EAD                     |
|---------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| <b>Not on track</b> | <b>32</b><br><b>63%</b> | <b>27</b><br><b>53%</b> | <b>13</b><br><b>25%</b> | <b>22</b><br><b>43%</b> | <b>16</b><br><b>31%</b> | <b>14</b><br><b>28%</b> | <b>15</b><br><b>29%</b> |
| <b>On Track</b>     | <b>19</b><br><b>37%</b> | <b>24</b><br><b>47%</b> | <b>38</b><br><b>75%</b> | <b>29</b><br><b>57%</b> | <b>35</b><br><b>69%</b> | <b>37</b><br><b>72%</b> | <b>36</b><br><b>71%</b> |

**Children in receipt of EYPP:**

To date, 6 children are in receipt of EYPP. 2 of these children are in receipt of high needs funding.

| EYPP                | PSED                   | C & L                  | PD                     | M                      | L                      | U Of W                 | EAD                    |
|---------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| <b>Not on track</b> | <b>2</b><br><b>33%</b> | <b>3</b><br><b>50%</b> | <b>3</b><br><b>50%</b> | <b>2</b><br><b>33%</b> | <b>4</b><br><b>67%</b> | <b>3</b><br><b>50%</b> | <b>3</b><br><b>50%</b> |
| <b>On Track</b>     | <b>4</b><br><b>67%</b> | <b>3</b><br><b>50%</b> | <b>3</b><br><b>50%</b> | <b>4</b><br><b>67%</b> | <b>2</b><br><b>33%</b> | <b>3</b><br><b>50%</b> | <b>3</b><br><b>50%</b> |

### Baseline for Children in receipt of Early Years Pupil Premium 2020-2021:

| Age Band Data |  |                              |                            |             |    |             |              |              |              |               |                      |
|---------------|--|------------------------------|----------------------------|-------------|----|-------------|--------------|--------------|--------------|---------------|----------------------|
| Assessment    | 1  | <input type="checkbox"/>     | <a href="#">View Graph</a> |             |    |             |              |              |              |               |                      |
| %             | Area                                     | Aspect                       | EYPP                       | Age Band    |    | 8-20 months | 16-26 months | 22-36 months | 30-50 months | 40-60+ months | Early Learning Goals |
|               | Personal, Social & Emotional Development | Making Relationships         | yes                        | 0-11 months | 0% | 0%          | 0%           | 55%          | 45%          | 0%            | 0%                   |
|               |  | Self Confidence & Awareness  | yes                        | 0%          | 0% | 0%          | 45%          | 55%          | 0%           | 0%            |                      |
|               |  | Managing feelings & emotions | yes                        | 0%          | 0% | 0%          | 73%          | 27%          | 0%           | 0%            |                      |
|               | Communication & Language                 | Listening & attention        | yes                        | 0%          | 0% | 0%          | 45%          | 55%          | 0%           | 0%            |                      |
|               |  | Understanding                | yes                        | 0%          | 0% | 0%          | 45%          | 55%          | 0%           | 0%            |                      |
|               |  | Speaking                     | yes                        | 0%          | 9% | 0%          | 55%          | 36%          | 0%           | 0%            |                      |
|               | Physical Development                     | Moving & handling objects    | yes                        | 0%          | 0% | 0%          | 36%          | 64%          | 0%           | 0%            |                      |
|               |  | Health & self care           | yes                        | 0%          | 0% | 0%          | 27%          | 73%          | 0%           | 0%            |                      |
|               | Literacy                                 | Reading                      | yes                        | 0%          | 0% | 0%          | 45%          | 55%          | 0%           | 0%            |                      |
|               |  | Writing                      | yes                        | 0%          | 0% | 0%          | 55%          | 45%          | 0%           | 0%            |                      |
|               | Mathematics                              | Numbers                      | yes                        | 0%          | 0% | 0%          | 36%          | 64%          | 0%           | 0%            |                      |
|               |  | Shape, space & measures      | yes                        | 0%          | 0% | 9%          | 9%           | 82%          | 0%           | 0%            |                      |
|               | Understanding the World                  | People & communities         | yes                        | 0%          | 0% | 0%          | 45%          | 55%          | 0%           | 0%            |                      |
|               |  | The world                    | yes                        | 0%          | 0% | 0%          | 55%          | 45%          | 0%           | 0%            |                      |
|               |  | Technology                   | yes                        | 0%          | 0% | 0%          | 27%          | 73%          | 0%           | 0%            |                      |
|               | Expressive Arts & Design                 | Exploring & using materials  | yes                        | 0%          | 0% | 0%          | 27%          | 73%          | 0%           | 0%            |                      |
|               |  | Being imaginative            | yes                        | 0%          | 0% | 0%          | 36%          | 64%          | 0%           | 0%            |                      |

### Baseline for Children in not receipt of Early Years Pupil Premium cohort 2020-2021:

| Age Band Data |  |                              |                            |             |     |             |              |              |              |               |                      |
|---------------|--|------------------------------|----------------------------|-------------|-----|-------------|--------------|--------------|--------------|---------------|----------------------|
| Assessment    | 1  | <input type="checkbox"/>     | <a href="#">View Graph</a> |             |     |             |              |              |              |               |                      |
| %             | Area                                     | Aspect                       | EYPP                       | Age Band    |     | 8-20 months | 16-26 months | 22-36 months | 30-50 months | 40-60+ months | Early Learning Goals |
|               | Personal, Social & Emotional Development | Making Relationships         | no                         | 0-11 months | 0%  | 4%          | 7%           | 67%          | 22%          | 0%            | 0%                   |
|               |  | Self Confidence & Awareness  | no                         | 0%          | 4%  | 4%          | 44%          | 47%          | 0%           | 0%            |                      |
|               |  | Managing feelings & emotions | no                         | 0%          | 0%  | 7%          | 7%           | 60%          | 27%          | 0%            | 0%                   |
|               | Communication & Language                 | Listening & attention        | no                         | 0%          | 0%  | 2%          | 9%           | 36%          | 53%          | 0%            | 0%                   |
|               |  | Understanding                | no                         | 0%          | 11% | 4%          | 27%          | 58%          | 0%           | 0%            |                      |
|               |  | Speaking                     | no                         | 2%          | 7%  | 18%         | 27%          | 47%          | 0%           | 0%            |                      |
|               | Physical Development                     | Moving & handling objects    | no                         | 0%          | 0%  | 0%          | 2%           | 36%          | 62%          | 0%            | 0%                   |
|               |  | Health & self care           | no                         | 0%          | 7%  | 0%          | 40%          | 53%          | 0%           | 0%            |                      |
|               | Literacy                                 | Reading                      | no                         | 0%          | 2%  | 2%          | 4%           | 40%          | 53%          | 0%            | 0%                   |
|               |  | Writing                      | no                         | 0%          | 2%  | 13%         | 49%          | 36%          | 0%           | 0%            |                      |
|               | Mathematics                              | Numbers                      | no                         | 0%          | 0%  | 16%         | 24%          | 60%          | 0%           | 0%            |                      |
|               |  | Shape, space & measures      | no                         | 0%          | 2%  | 13%         | 29%          | 56%          | 0%           | 0%            |                      |
|               | Understanding the World                  | People & communities         | no                         | 2%          | 2%  | 9%          | 51%          | 36%          | 0%           | 0%            |                      |
|               |  | The world                    | no                         | 2%          | 2%  | 7%          | 42%          | 47%          | 0%           | 0%            |                      |
|               |  | Technology                   | no                         | 2%          | 2%  | 7%          | 29%          | 62%          | 0%           | 0%            |                      |
|               | Expressive Arts & Design                 | Exploring & using materials  | no                         | 0%          | 0%  | 0%          | 7%           | 33%          | 60%          | 0%            | 0%                   |
|               |  | Being imaginative            | no                         | 0%          | 4%  | 9%          | 36%          | 51%          | 0%           | 0%            |                      |

**Children in receipt of EYPP 2020-2021: Typical Levels of Development (Evidence Baseline Data October 2020)**

| Areas of Learning | Children in receipt of EYPP in October 2020  |
|-------------------|--|
| <b>PSED</b>       | MR- 73% - typical; 27% below typical<br>SC&SA – 82% typical; 18% below typical<br>MF & B – 73% typical; 27% below typical                    |
| <b>C and L</b>    | L&A –82 % - typical; 18 % - below typical<br>U – 82 % - typical; 18% - below typical<br>S – 82% - typical; 9% - below; 9% well-below typical |
| <b>PD</b>         | M&H – 91% - typical; 9% - below typical<br>H&SC – 82% - typical; 18% - below typical   |
| <b>M</b>          | N – 91% - typical; 9% - below typical<br>SS&M – 91% - typical; 9% - well-below   |
| <b>L</b>          | R – 82% - typical; 18% - below typical<br>W –82% - typical; 18% - below typical  |
| <b>EAD</b>        | EUM&M – 91% - typical; 9% - below typical<br>BI – 91% - typical; 9% - below typical  |
| <b>U of W</b>     | P&C –91% - typical; 9% - below typical<br>The W - 82% - typical; 18% - below typical<br>T – 82% - typical; 18% - below typical               |

**End of year data: Cohort 2020-2021 (Evidence based on July 2021 data)**

**Children in receipt of EYPP:**

15 children are eligible for EYPP in the G3 provision; of those 15 one child has an Education, Health and Care Plan.

|              | PSED     | C&L       | PD         | M         | L         | U of W  | EAD     |
|--------------|----------|-----------|------------|-----------|-----------|---------|---------|
| On Track     | 9<br>60% | 12<br>80% | 15<br>100% | 11<br>73% | 14<br>93% | 14<br>% | 15<br>% |
| Not on track | 6<br>40% | 3<br>20%  | 0<br>0%    | 4<br>27%  | 1<br>7%   | 1<br>7% | 0<br>0% |

**Children not in receipt of EYPP:**

8 children with Education, Health and Care Plans are not in receipt of EYPP.

|              | PSED           | C&L       | PD        | M         | L         | U of W    | EAD       |
|--------------|----------------|-----------|-----------|-----------|-----------|-----------|-----------|
| On Track     | 24<br>55%<br>% | 29<br>67% | 35<br>81% | 30<br>70% | 28<br>65% | 33<br>77% | 35<br>81% |
| Not on track | 19<br>44%      | 14<br>33% | 8<br>19%  | 13<br>30% | 15<br>35% | 10<br>23% | 8<br>19%  |

**Well-being and involvement levels:**

| <b>2020-2021</b>              | Baseline | End of year | Difference |
|-------------------------------|----------|-------------|------------|
| Average Levels of Well-being  | 3.2      | 3.8         | +0.6       |
| Average Levels of Involvement | 3.1      | 3.6         | +0.5       |

| <b>2021-2022</b>              | Baseline | End of year | Difference |
|-------------------------------|----------|-------------|------------|
| Average Levels of Well-being  | 3.3      |             |            |
| Average Levels of Involvement | 2.9      |             |            |



