

GLOUCESTER NURSERY SCHOOL

EARLY YEARS PUPIL PREMIUM

2017 - 2018

Academic Year: 2017-18	EYPP for 2017-18: £2375.54 (plus EYPP money carried over of £4508.56) Total: £6884.10 EYPP spent: £4547.41
Number of children eligible for EYPP: 5	<ul style="list-style-type: none"> • Summer celebration days £710 • Wraparound additional sessions £632 • Enrichment activities – Bus ride and café visit in the community: £84.10 • Nursery Worker: £381.60 • Themed day: Science - £199 • African drumming – £559 • Artist – £946.71 • Summer celebration - £1025
<p>Some Recognised Barriers:</p> <ul style="list-style-type: none"> • Parental engagement • Low levels of oral language and vocabulary impacts on children’s access to all areas of the curriculum • Poor home learning • Low attendance rates; consistency 	<p>Main Aims:</p> <ul style="list-style-type: none"> • To ensure all children receiving EYPP make expected progress • To ensure that children who need to make accelerated progress are identified and interventions are put in place • 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 inspired to express themselves through media and materials after visiting the local community or through visitors to the nursery school</p> <p>All children to have a rich, exciting and varied curriculum</p>	<ul style="list-style-type: none"> To arrange visits in the local community and further afield in order to stimulate language development Over the course of the year, experiences will be booked that relate to children's interests. 	<ul style="list-style-type: none"> Visitors and visits to the community will enhance and support the curriculum for all the children 	<ul style="list-style-type: none"> Enrichment activities – Bus ride and café visit in the community: £84.10 Themed days: Science – January (£200); African drumming – February (£200) Artist – May (£200) 	<ul style="list-style-type: none"> Headteacher in liaison with the Office Manager will book enrichment activities 	<ul style="list-style-type: none"> Observations and assessments particularly in the areas of PSED, Communication and Language, Understanding of the World Attainment and progress in the areas referred to above Increase in well-being and involvement levels.
2. Targeted Support					
<p>Identified children will make expected or better progress and levels of well-being and involvement will increase. These children will enjoy accessing different</p>	<ul style="list-style-type: none"> Identified children will participate in intervention groups at least three times a week (nurture, language) 	<ul style="list-style-type: none"> Baseline data show 	<ul style="list-style-type: none"> Nursery Worker deployed during the nursery session to lead nurture and language 	<ul style="list-style-type: none"> Headteacher and Nursery Worker 	<ul style="list-style-type: none"> The Headteacher and Family Workers will monitor progress regularly (every term) The impact of interventions on identified

<p>experiences with and without adult support</p> <p>Parents will support their children's learning and development at home. Stay and Play sessions will allow parents/carers to observe their children's learning and development and deepen their knowledge of child development.</p>	<ul style="list-style-type: none"> Parents will be given with resources and ideas to use at home through stay and play sessions, informative displays and the termly newsletter. 		<p>groups (£381.60)</p> <ul style="list-style-type: none"> Purchase books and games (£100) 		<p>children's progress will be monitored and adjusted accordingly</p> <ul style="list-style-type: none"> Monitoring well-being and involvement levels throughout the year
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Baseline for Children in receipt of Early Years Pupil Premium:

Well-being and involvement levels:

There has been an increase in well-being and involvement levels since the baseline was completed in October 2017

	Baseline	End of year	Difference
Well-being	2.8	3.5	0.7
Involvement	3.2	3.6	0.4

Attendance: 11/09/17 to 02/07/18: Total: 91.4%

Children in receipt of EYPP	Attendance - Morning session	Attendance - Afternoon session
Child 1	93.5%	93.6%
Child 2	N/A	94.1%
Child 3	N/A	92.2%
Child 4	98.0%	98.5%
Child 5	N/A	67.3%

Over Academic Year	Children in receipt of EYPP	Children not in the receipt of EYPP
Attendance Rates	91.4%	85.23%

Age Band Data				Age Band						Learning Goals	
Assessment	1			0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60+ months		
Personal, Social & Emotional Development	Making Relationships	%	Yes	0%	0%	0%	0%	100%	5	0%	0%
	Self Confidence & Self Esteem	%	Yes	0%	0%	0%	0%	80%	4	20%	0%
Communication & Language Development	Making feelings & understanding	%	Yes	0%	0%	0%	40%	40%	2	20%	0%
	Listening & attention	%	Yes	0%	0%	0%	20%	80%	2	1	0%
Physical Development	Understanding	%	Yes	0%	0%	0%	20%	80%	1	0%	0%
	Speaking	%	Yes	0%	0%	0%	20%	80%	1	4	0%
Literacy	Moving & handling	%	Yes	0%	0%	0%	0%	80%	1	20%	0%
	Health & self care	%	Yes	0%	0%	0%	20%	60%	4	1	0%
Mathematics	Reading	%	Yes	0%	0%	0%	0%	100%	1	3	0%
	Writing	%	Yes	0%	0%	0%	0%	100%	5	1	0%
Understanding the World	Numbers	%	Yes	0%	0%	0%	0%	60%	2	3	0%
	Shape, space & measures	%	Yes	0%	0%	0%	0%	100%	1	5	0%
Expressive Arts & Design	People & communities	%	Yes	0%	0%	0%	0%	20%	4	80%	0%
	The world	%	Yes	0%	0%	0%	0%	40%	2	60%	0%
Physical Development	Technology	%	Yes	0%	0%	0%	0%	20%	2	3	0%
	Exploring & using materials	%	Yes	0%	0%	0%	0%	20%	1	4	0%
Communication & Language Development	Being imaginative	%	Yes	0%	0%	0%	0%	80%	4	20%	0%
	Being imaginative	%	Yes	0%	0%	0%	0%	100%	4	1	0%

Baseline data: October 2017: The majority of children are working in 30 – 50 months bands; some are working below at 22 – 36 months and one child is working in 40 – 60+ months in some areas of learning.

	Baseline assessment		
	Below Typical	Typical	Above Typical
Personal, Social and Emotional Development			
Making relationships	0 0%	5 100%	0 0%
Self-confidence and self-awareness	0 0%	3 60%	2 40%
Managing feelings and behaviours	1 20%	3 60%	1 20%
Communication and language			
Listening and attention	1 20%	3 60%	1 20%
Understanding	1 20%	4 80%	0 0%
Speaking	1 20%	4 80%	0 0%
Physical development			
Moving and handling	0 0%	4 80%	1 20%
Health and self-care	0 0%	4 80%	1 20%
Literacy			
Reading	0 0%	5 100%	0 0%
Writing	0 0%	5 100%	0 0%
Mathematics			
Numbers	0 0%	5 100%	0 0%
Shape, space and measure	1 20%	4 80%	0 0%
Understanding of the world			
People and communities	2 40%	3 60%	0 0%
The world	2 40%	3 60%	0 0%
Technology	1 20%	4 80%	0 0%
Expressive arts and design			
Exploring and using media and materials	0 0%	4 80%	1 20%
Being imaginative	0 0%	5 100%	0 0%

Baseline data: October 2017 shows that the majority children in receipt of EYPP are working at typical levels in most areas of learning. However, one or two children are working below typical levels of development in: Managing Feelings and Behaviour, Communication and Language (all strands), Shape, Space and Measures, and Understanding of the World (all strands).

End of the year data: June 2018:

All children in receipt of EYPP are working in the 30 – 50 months or 40 – 60+ months bands across all areas of learning.

Age Band Data										
Assessment	3									
Age Band										
Area	Aspect	Data	EYPP	0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60+ months	learning
Personal, Soc	Making Relationships	%	Yes	0%	0%	0%	0%	40%	60%	0%
		%	No.	Yes				2	3	
		%	Yes	0%	0%	0%	0%	40%	60%	0%
Communicati	Listening & attent	%	Yes	0%	0%	0%	0%	40%	60%	0%
		%	No.	Yes				2	3	
		%	Yes	0%	0%	0%	0%	40%	60%	0%
Physical Deve	Moving & handling	%	Yes	0%	0%	0%	0%	40%	60%	0%
		%	No.	Yes				3	2	
		%	Yes	0%	0%	0%	0%	40%	60%	0%
Literacy	Reading	%	Yes	0%	0%	0%	0%	60%	40%	0%
		%	No.	Yes				3	2	
		%	Yes	0%	0%	0%	0%	60%	40%	0%
Mathematics	Numbers	%	Yes	0%	0%	0%	0%	20%	80%	0%
		%	No.	Yes				1	4	
		%	Yes	0%	0%	0%	0%	20%	80%	0%
Understanding	People & commun	%	Yes	0%	0%	0%	0%	80%	20%	0%
		%	No.	Yes				4	1	
		%	Yes	0%	0%	0%	0%	100%	0%	0%
Expressive Art	Exploring & using r	%	Yes	0%	0%	0%	0%	40%	60%	0%
		%	No.	Yes				4	1	
		%	Yes	0%	0%	0%	0%	40%	60%	0%
	Being imaginative	%	Yes	0%	0%	0%	0%	60%	40%	0%
		%	No.	Yes				2	3	
		%	Yes	0%	0%	0%	0%	60%	40%	0%
		%	No.	Yes				3	2	

	End of Year assessment			2 or more steps of progress
	Below typical	Typical	Above typical	
Personal, Social and Emotional Development				
Making relationships	0 0%	5 100%	0 0%	4 (80%)
Self-confidence and self-awareness	0 0%	5 100%	0 0%	3 (60%)
Managing feelings and behaviours	1 20%	4 80%	0 0%	4 (80%)
Communication and language				
Listening and attention	2 40%	3 60%	0 0%	2 (40%)
Understanding	2 40%	3 60%	0 0%	4 (80%)
Speaking	2 40%	3 60%	0 0%	3 (60%)
Physical development				
Moving and handling	0 0%	4 80%	1 20%	4 (80%)
Health and self-care	0 0%	4 80%	1 20%	4 (80%)
Literacy				
Reading	2 40%	3 60%	0 0%	2 (40%)
Writing	1 20%	4 80%	0 0%	5 (100%)
Mathematics				
Numbers	0 0%	5 100%	0 0%	5 (100%)
Shape, space and measure	1 20%	3 60%	1 20%	4 (80%)
Understanding of the world				
People and communities	1 20%	4 80%	0 0%	4 (80%)
The world	0 0%	5 100%	0 0%	4 (80%)
Technology	0 0%	5 100%	0 0%	4 (80%)
Expressive arts and design				
Exploring and using media and materials	1 20%	3 60%	1 20%	3 (60%)
Being imaginative	1 20%	3 60%	1 20%	3 (60%)

End of year – data – Typical levels of development:

End of year data shows that the vast majority of children in receipt of EYPP are working at typical levels in all areas of learning. One child is working above typical levels in: Physical Development (both strands), Shape, Space and Measures and Expressive Arts and Design (both strands). One or two children are working slightly below age expected levels across Communication and Language (all strands), Reading, People and Communities, and Expressive Arts and Design (both strands). These children were part of an intervention group and one child received one to one support.

Progress:

The majority of children in receipt of EYPP have made 2+ steps of progress in most areas of learning – significantly in Writing and Numbers.

Continued areas for development:

- Listening and Attention
- Understanding
- Speaking
- Reading.

	End of Year Assessment – Typical or above typical		
	EYPP	Not EYPP	Whole cohort
Personal, Social and Emotional Development			
Making relationships	5 100%	52 73%	57 75%
Self-confidence and self-awareness	5 100%	52 73%	57 75%
Managing feelings and behaviours	4 100%	57 80%	61 80%
Communication and language			
Listening and attention	3 60%	53 75%	56 73%
Understanding	3 60%	51 72%	54 71%
Speaking	3 60%	48 68%	51 67%
Physical development			
Moving and handling	4 80%	64 90%	68 89%
Health and self-care	4 80%	63 89%	67 88%
Literacy			
Reading	3 60%	54 76%	57 75%
Writing	4 60%	61 86%	65 87%
Mathematics			
Numbers	5 100%	57 80%	62 82%
Shape, space and measure	3 60%	60 85%	63 83%
Understanding of the world			
People and communities	4 80%	49 69%	53 70%
The world	5 100%	51 72%	56 73%
Technology	5 100%	57 80%	62 82%
Expressive arts and design			
Exploring and using media and materials	3 60%	60 85%	63 83%
Being imaginative	3 60%	55 77%	58 76%

End of year data for EYPP children 2017-18

There is a higher percentage of children in receipt of EYPP working at typical or above compared to children not in receipt of EYPP in the following areas: Personal, Social and Emotional Development (All strands); Numbers; The World and Technology.

