

Ronald Openshaw Nursery Education Centre Early Years Pupil Premium (EYPP): Impact on children's learning 2015/16

What will the money be spent on?	Developing the provision map of intervention groups by retaining a non-class based staff member to run groups/ provide cover for other staff to do so (see below for range of interventions).
Why have we chosen this?	We know that engagement in focused small groups has a proven impact on children's progress so if we prioritise EYPP eligible children we are guaranteeing this for these children. Some of the intervention groups, such as Forest School and swimming, have a cost implication (met through FORON our charitable arm) which could preclude EYPP eligible families from accessing out of school so it is important to maintain this commitment. Some of our groups particularly lend themselves well to direct parental engagement and attainment data shows us, year on year, that children whose parents are involved in school life make greater progress than others.
How much will it cost?	Income was £6,084.65 EMA Nursery Nurse salary £21,522: this is made up of 40% PPA cover, 20% EMA work, 10% Box Clever sessions, 30% cover for provision mapping. The £6,084.65 is a contribution to this salary to ensure the small intervention groups continue to run.
How will children/families and the setting benefit?	All intervention groups are based on a close relationship with parents. By making them aware of the reasons for including their child, the aims of the group and giving regular feedback on progress we are able to support their child in partnership.
What difference will it make?	Our EYPP achievement report is provided below. It shows children's starting points, exit points and progress made.
How will we build on it?	Outcomes show this money has been well spent. Providing small group opportunities, either on or off site, is a positive way for staff to build deeper understanding of the needs of pupils, adapt their planning accordingly and meet these needs successfully. As each cohort of children and families is different it is important to be flexible in our offer to ensure opportunities for engaging parents are not missed

Intervention Groups Rationale

Ready, Steady, Go	To energise and refuel the body so that the child is ready to engage and learn. To complete daily physio and OT programmes. To use their senses to begin to understand the days of the week and regular personal timetables.
Communication CD	To develop early communication skills including turn taking and choice making.
Sensory Integration	To increase physical coordination and confidence. To increase muscle tone. To increase understanding of where we are in space. To stimulate vestibular and proprioceptive development (body awareness). To support children to integrate themselves and their senses into the world around them.
Boys Group	To raise attainment in boys PSE, C&L and Writing skills
Forest	To provide challenging cross curricular activities to develop the whole child
EMA	To ensure all EM children make good (3 stages) or more progress across all areas of the EYFS
SEAL	To develop social skills. To provide the vocabulary necessary for children to identify and reflect on their feelings. To consider alternative ways of channelling extreme emotion.
Music Interaction	To develop children's social and group interaction, listening skills, concentration, hand eye coordination and early communication skills.
Box Clever	To develop speech, language, and communication skills
Bright Sparks	To develop early reading and phonic skills.
Music	To raise attainment levels, mainly in literacy and maths, through gaining skills in music
Play Skills	To develop early play skills with a peer using small world toys
Swing	To develop early communication skills such as eye contact and simple signing. To engage the body and mind ready for learning.
Swimming	To develop physical skills, strength and muscle tone.
Sensory Room	To develop the use of their senses to make sense of the world around them.
Signalong	To develop their use of simple sign to communicate.
TacPac	To make sense of the world around them using a multi sensory approach

EYPP Achievement and Progress report 2015/16

	Aspect of learning							
	Making relationships	Self-confidence and self-awareness	Managing feelings and behaviour	Listening and attention	Understanding	Speaking	Moving and handling	Health and self-care
On Entry attainment averages	11.8	11.9	11.4	11.5	11.5	11	11.6	12
On exit attainment averages	16.4	16.3	16.3	15.9	16.3	15.4	15.1	16.3
Progress Average	4.6	4.4	4.9	4.4	4.8	4.4	3.5	4.3

- On average children that were EYPP eligible in this cohort had starting points just **below** the expected (12) stage of development in the Prime areas of the curriculum.
- When the children left nursery they had **exceeded** expected (15) stage of development in all areas of the curriculum: more so in all the aspects of **Personal Social and Emotional Development, Understanding** and **Health and self-care**.
- The children have made **outstanding** (more than 3 stages) progress in all areas.