

Ronald Openshaw Nursery Education Centre:

EYPP Achievement and Progress report 2016/17

Introduction

Early Years Pupil Premium (EYPP) has been introduced for 3 and 4 year old children in nursery since April 2015. Settings will benefit from extra funding (53p per child per hour) and builds on the already established pupil premium in schools which was introduced in 2011. It has been put in place by the Government to support “disadvantaged” children and narrow the gap between children in receipt of EYPP and those that are not, therefore providing more targeted work.

How much EYPP in 2016/17?

In 2016/17 RONEC had only 6 children eligible for this funding (£1,812.60) despite being aware that many working families are really struggling and a rapid increase in the number of children with additional needs coming onto the nursery roll. This means that outcomes are not as clear cut as the data suggests. However, our charitable arm FORON has always given financial support to our off site educational visits and so, despite the poor income for this initiative, we have been able to maintain the project.

Rationale

We know that many of the young children who are eligible for the Early Years Pupil Premium enter nursery provision at the early stages of language development. Children who attend RONEC enter at an average of 22-36mths, which is below age related expectations and this follows the national picture. We will focus on attainment and progress in the prime areas of learning – Personal, Social and Emotional, Communication and Language and Physical development.

At RONEC we provide a rich, stimulating and challenging environment to engage all of our children as learners. The EYPP funding will be used to extend this provision by engaging parents in workshops and off-site educational visits as we know that the children of ‘engaged’ parents make greater progress than others. Families will be able to access opportunities they may not otherwise be able to afford. Parental engagement will have a positive impact on the progress made by children, strengthen the opportunity in the home environment, build friendships and support networks between parents and improve relationships between parents and school staff.

Parent workshops will focus on: Literacy (sharing stories); letters and sounds (supporting emergent reading); the importance of messy play, simple science experiments; making I movies on phones/tablets; feeling confident with maths; developing mark making skills; bread making. Whilst open to all parents those eligible for EYPP will be targeted for inclusion. Workshops provide an opportunity for parents to share some of their own experiences and skills, thus giving confidence and empowering them to be active in their children’s learning.

Off-site educational visits will include: forest school to develop confidence, language, problem solving; swimming (open session in local pool) to develop confidence and communication; local farm to develop language and communication and understanding of the world; local theatre to develop confidence and art appreciation; cable cars (to develop confidence). All off site visits including parents will inspire them to do more activities with their children out of school time with ideas of places to go, how to get there and what to do when there.

What difference will it make?

The aim of the nursery is that children develop age appropriate speech, language and communication skills that enable them to access the breadth of the curriculum and make substantive progress in their learning and achievements. Our data and children's special books will demonstrate a narrowing of the gap in attainment between the two groups of children particularly within the area of Communication and Language.

How will we monitor this?

All children are observed regularly but each term there is a 'focus' week for each child when all staff make observations. Following this week the parents meet with the key worker to discuss progress and set further targets. Key Workers make assessments on children, based on these observations, on entry and then every term until exit. Class teams moderate these to support accuracy.

At the termly provision mapping meeting staff discuss inclusion in groups to ensure relevance and appropriateness.

Leading workshops and off site educational visits is subject to monitoring through the system for managing staff performance.

What we need to do to support this programme

- Cover for staff to run parents workshops/ lead off-site educational visits (EYPP funding)
- Funds for travel expenses (Forest School, Farm) - FORON
- Funds for entry tickets (theatre) – FORON

Outcomes for children

	On entry EYPP	On entry non EYPP	On exit EYPP	On exit non EYPP	Progress EYPP	Progress non EYPP
Making relationships	10.8	10.6	15.3	14.7	4.5	4.1
Self confidence/self awareness	11.3	11.4	15.3	14.9	4	3.5
Managing feelings/ behaviours	10.7	10.7	15.3	14.5	4.6	3.8
Listening & attention	10.5	10.8	15.5	14.5	5	3.7
Understanding	10.5	10.6	15.8	14.7	5.3	4.1
Speaking	10.3	9.7	15.5	13.6	5.2	3.9

Moving & handling	11.3	11	14.8	15	3.5	4
Health/self care	10.8	10.8	15.2	15.1	4.4	4.3
Average of 7 areas	10.3	10.6	15.3	14.5	5	4.1

EYPP = 6 children

Non EYPP = 53 children

- All children in this cohort had starting points below the expected stage of development (12) with those eligible for EYPP slightly further below than the rest
- On exit average attainment for EYPP eligible children is 15.3 which slightly exceeds the average attainment for non EYPP children (14.5) as well as expected stage of development (15).
- We would expect 3 stages of progress between entry and exit: EYPP eligible children made 5 and this is outstanding
- Areas with notable progress are Communication and Language: Listening & attention, understanding and speaking