

Ronald Openshaw Nursery Education Centre:
EYPP Achievement and Progress report 2018/19

Introduction

Early Years Pupil Premium (EYPP) has been provided 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 2018/19

In Autumn 2018 RONEC had 11 (rising to 14 by the summer term) children eligible for this funding, 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 from 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.

1. Out and About

Due to staffing issues we found it difficult to maintain this regularly throughout the year. However, From September 2018 the Out and About Group worked across the whole nursery, led by Meena, providing small off site educational visits.

2. Parent workshops

Focused on: Why the nursery is using a ‘planning in the moment’ approach in nursery, Literacy (sharing stories); dough making recipes; developing mark making skills; African drumming ; maths. Whilst open to all parents those eligible for EYPP are 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.

3. Off-site educational visits

These 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/ Discover Centre to develop confidence and art appreciation; cable cars (to develop confidence). All off site visits including parents 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/Discover) – FORON

Impact

The annual amount of EYPP funding received for 2018/19 was £3,323.10

Adding this money to that of our charitable arm, FORON, we have been able to prioritise all EYPP pupils and their families for our off-site learning opportunities and workshops. INSIGHT data on attainment and progress indicates the following impact on the target group:

Percentage of EYPP cohort achieving 'below' expectation in prime areas compared to whole cohort

	On entry	Mid-point	On exit
Listening and Attention	50% 51%	30% 22%	10% 26%
Understanding	50% 49%	10% 19%	10% 21%
Speaking	50% 54%	40% 29%	30% 30%
Moving and Handling	30% 42%	10% 19%	10% 21%
Health and self-care	20% 33%	10% 16%	10% 18%
Self confidence and self awareness	40% 32%	10% 16%	10% 21%
Managing Feelings and behaviour	50% 47%	20% 22%	10% 21%
Making Relationships	50% 47%	30% 26%	20% 25%

On entry the area of concern for EYPP children is Self-confidence and self-awareness with a higher percentage of EYPP children achieving 'below' expectation compared to the whole cohort.

By mid-point the progress of EYPP children in this area is significantly more than the whole cohort. However, EYPP children have made less progress with Listening and attention, Speaking and Making Relationships.

By exit there are no areas where a greater percentage of EYPP children achieve below expectation compared with the whole cohort. This is great achievement and shows the positive impact of engaging the family to support

Percentage of EYPP cohort achieving 'in-line/ above' expectation in prime areas compared to whole cohort

	On entry	Mid-point	On exit
Listening and Attention	50% 49%	50% 57%	60% 64%
Understanding	50% 51%	50% 64%	60% 64%
Speaking	50% 46%	40% 43%	60% 50%
Moving and Handling	70% 58%	60% 57%	80% 64%
Health and self-care	80% 67%	50% 58%	70% 69%
Self confidence and self awareness	60% 68%	60% 64%	70% 63%
Managing Feelings and behaviour	50% 53%	60% 63%	50% 53%
Making Relationships	50% 53%	50% 59%	50% 59%

The differences between the EYPP children and the whole cohort achieving in-line with/ above expectation are minimal. However, the EYPP children appear to sustain a small advantage at all points of assessment for 'moving and handling'.

Overall, the impact of the project has been to reduce the % of EYPP children at 'below' expectation by exit and, thus, begin to narrow the attainment gap.