

Ronald Openshaw Nursery Education Centre:
EYPP Achievement and Progress report 2020/21

Introduction

Early Years Pupil Premium (EYPP) has been provided for 3 and 4 year old children in nursery since April 2015. 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 than are not, therefore providing more targeted work.

How much EYPP in 2020/21

Term	Number of children applied for	Amount received
Autumn 2020	13	£1,081.20
Spring 2021	16	£962
Summer 2021	23	£1,575 + £827
Total		£4,445.20

Rationale

In 2020/21 50% of the EYPP cohort had SEND. On entry assessment shows that those eligible for EYPP had lower starting points than the rest of the cohort. Areas of concern for both cohorts are remarkable similar.

Areas of concern (% scoring well below expected) on entry	Main cohort (- EYPP)	EYPP eligible
Number	47%	62%
Shape, Space & Measure	45%	62%
Reading	43%	54%
Being imaginative	32%	54%

During 2020/21 we were still working with the impact of the covid19 pandemic which had an impact on take-up of nursery places and consistent attendance. It resulted in us not being able to provide the usual methods of supporting parents to support their children: the out and about group; parent

workshops and off-site educational visits. However, we targeted the additional funding to ensure we were able to offer a safe environment for those children wishing to attend and an on-line opportunity for those choosing to stay safe at home. Of course, all the children were able to benefit from this but in a n unusual year, and with no additional funding from the government to address our needs despite insisting early years' provision remained open at all times, this seemed the best course of action to ensure the EYPP children remained supported.

1. Working in 'bubbles' meant we paused free-flow indoors and replicated the stimulating and challenging curriculum offer in each classroom to ensure all children could access all areas. This necessitated the purchase of additional equipment and furniture and a focus on maths and reading was quickly established for all children. The EYPP fund contributed to £13,657 spent on community Playthings furniture and equipment.
2. As we could not take the children off-site we began an in-house gardening club focused solely on the EYPP eligible children. As the garden was the only free flow area it meant that staff could focus on these children as a collective.
3. We invested in staff training to ensure we had an effective system for home learning (its learning) so that no child would be disadvantaged if they were at home. The EYPP fund contributed to the £649 cost for this. For targeted children this was supplemented by home learning packs, delivered to their door, and interactive Zoom sessions with key workers.
4. Staff ensured the dialogue between home and school was kept open by frequent phone calls, Special Week meetings via Zoom in addition to daily contact for those attending regularly.

What difference will it make?

EYPP children will:

- have consistent access to all areas of the EYFS at nursery
- receive small group input through the Gardening Club
- have access to home learning if they are self-isolating/ staying safe at home
- have progress and achievement recorded wherever they are learning (home or nursery)

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.

If children are at home staff will engage parents with on line learning, Zoom sessions and phone calls to ensure children continue to make progress.

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

What we need to do to support this programme

- Duplicate furniture and equipment for each working 'bubble'

- Staff timetabling to ensure Gardening Club runs each week
- Staff training and timetabling to upload to its learning and run Zoom calls

Impact

Areas of concern (% scoring well below expected)	Main cohort (- EYPP)			EYPP eligible		
	entry	exit	diff	entry	exit	diff
Number	47%	25%	-22	62%	31%	-31
Shape, Space & Measure	45%	27%	-18	62%	38%	-24
Reading	43%	28%	-15	54%	38%	-16
Being imaginative	32%	23%	-9	54%	31%	-23

This indicates a significant reduction in the percentage at 'well below' expectation for both cohorts. However, the difference between entry and exit has a greater improvement for EYPP eligible children. Although it is difficult, given the situation during the past year, to give a clear attribution to the measures put in place at least the overall impact has been beneficial for all children and especially the EYPP eligible children, who may have been further disadvantaged from their lower starting points if we had done nothing.