

EYPP Strategy and Report 2020/21

Due to the disruption of COVID in this instance '2020' refers to the entire calendar year and not from September 2020 (the start of the academic year), as it does usually. This strategy and report therefore covers the period January 2020-July 2021.

COVID-19 has caused significant disruption to schools since March 2019. There has therefore been flexibility in what and how schools report in some areas. The following is a statement taken from The Key regarding the DfE requirements on pupil premium reporting:

Coronavirus: flexibility in reporting requirements

The DfE understands that due to coronavirus and school closures, it won't be possible for you to evaluate the impact of your pupil premium for all of the 2019/20 academic year.

Instead, they say you should monitor and report on the grant's impact at the end of the 2020/21 financial year. This report should cover the whole period between September 2019 and March 2021, but you can give most detail about the grant's use and impact for the period between September 2020 and March 2021. (Note that if you want, you can include any changes you made to your pupil premium spending due to coronavirus.) This report covers this period and continues on to the end of the current academic year.

You'll still need to write and publish your strategy statement that includes your plans for the 2020/21 academic year.

A DfE adviser gave us this information.

Analysis of cohort and context:

There are currently 27 children with EYPP in the nursery school. 22 are in their N2 year. 5 are in their N1 year. 5 have SEN.

At the data entry point in December, N2 children with EYPP were attaining on the cusp of age appropriate levels: across all curriculum areas overall, they were attaining an average of 30-50c, typically a step behind their mainstream peers. Many will need to make accelerated progress (more than 3 steps) to stay within age appropriate levels (at least 40-60c for those who are not summer born) by the end of the academic year.

By the summer term 56% of children with EYPP were summer born, compared to 33% of mainstream children. In addition 38% of the families of children with EYPP chose to stay at home during the wider school closures in the spring term (from January) whilst we were fully open as an Early Years setting, this compares to just 14% of mainstream children. We encouraged attendance and spoke regularly with families, supporting the majority to return ahead of the primary and secondary schools fully reopening. We also provided online learning via our 'share with parent planning' and Facebook posts and links for those who chose to stay at home during this time or for those self-isolating.

We continue to operate within the COVID-19 pandemic with national restrictions about where people can travel and what activities are available to access. Many children, particularly those with EYPP, are limited in outdoor opportunities; 30% of our EYPP children live in flats and all families are unable to attend external activities to enhance children's learning; such as visiting a museum or taking part in a toddler group. The pandemic impacts how the nursery school functions – routines are different and children are grouped within bubbles, with separated indoor and outdoor spaces. This means that most weeks children are not able to 'free flow' between inside and outside (depending on which part of the garden they are timetabled to access) and therefore inside and outside spaces are usually busier than they would typically be in other years. It has been necessary to use indoor spaces which would previously have been used for quieter group time sessions as storage areas for resources which have had to be removed or cleaned/quarantined due to COVID-19 guidelines, as well as to create new entrance hall spaces and cloakrooms for different bubbles. This lack of opportunity for children to access a variety of external experiences, as well as a reduction of quieter spaces is a barrier to learning which particularly affects children with EYPP.

This plan sets out our intent to reduce these barriers to learning, how we will implement the strategy and how we will monitor the impact across the year.

Intent	Implementation	Cost	Impact
Children with EYPP will have an enthusiasm for books and reading. This will not only support their early literacy (LIT) development, but their communication and language (CL). They will have stories which they know very well and can retell and reimagine. The outcome will be that they attain within one attainment grade of mainstream children in literacy and communication and language and will stay within age appropriate levels.	Children given EYPP bag containing our 5 'core stories' this year, in addition to advice and tips of early reading. Core stories expanded to include 5 new books. Additional resources purchased to support this: multiple copies of books and puppets Core stories are an integral part of our year and are a special week at	EYPP Bags and additional resources to support book weeks in school: £425.51	This target has been met. N2 children with EYPP attained an average grade of 40-60c in CL and 30-50a in LIT, within one grade of mainstream children in both instances. In LIT (where children with EYPP attained 30-50a), children from this largely summer born cohort who were attaining in line with age expected levels rose significantly over the academic year; from 56% on entry to 100% in exit.

	nursery. The story is a focus inside and outside at nursery, in our entrance hall, in child-led play and in group times. The Lydalls EYPP bag is an embedded and measurably successful intervention for our EYPP children.		
Children with EYPP will attain within one grade of mainstream children in Maths and will stay within age appropriate levels.	Children's EYPP bags contain one of our favourite high quality Orchard maths games, which children also play frequently at nursery. The Lydalls EYPP bag is an embedded and measurably successful intervention for our EYPP children.		This target has been achieved. N2 children with EYPP made rapid progress in MA – making 4 steps over the academic year. They attained 40-60c overall, within one grade of mainstream children and a strong result for a largely summer born cohort. In the individual strand of MA1, they attained in line with mainstream children.
Children with EYPP will be confident and proficient speakers and listeners, who can take turns in conversations and attend to what others say. They will attain within one attainment grade of mainstream children in Communication and Language (CL) and Personal, Social and Emotional Development (PSE).	SPIRALS intervention group. 1xAM group, 1xPM group running for 6-8 weeks, including staff planning and assessment time.	£2234.74	This target has been achieved. N2 children with EYPP attained an average grade of 40-60c in both CL and PSE overall, within one grade of mainstream children. They made accelerated progress in PSE1 (3.5 steps) and in CL overall (4 steps) to narrow the gap between themselves and their mainstream peers.
Children with EYPP will have rich experiences, which will inspire their development across the curriculum, particularly regarding their Communication and Language, Personal Social and Emotional Development and their Understanding of the World. This intent reflects the increasing understanding of 'the experience gap' many disadvantaged children have, which builds on research into 'the language gap'.	Living Eggs visit – children will have the opportunity to observe and care for chicks over a 10 day period as they hatch from their eggs. Farm Visit – One whole day. EYPP money will be used to support these visits. This enables the visits to happen, reducing the otherwise prohibitive cost to the community. Farm Visit – One Whole Day – TBC	150 contribution towards Living Eggs Visit TBC	This target has been achieved. N2 children with EYPP attained an average grade of 40-60c in both CL and PSE overall, within one grade of mainstream children. They made accelerated progress in PSE1 (3.5 steps) and in CL overall (4 steps) to narrow the gap between themselves and their mainstream peers. Children with EYPP made accelerated progress of 3.5 steps in both UW1 and UW2, leading them to attain 30-50a overall, within

	<i>The farm visit was not able to go ahead due to COVID-19 restrictions.</i>		one attainment grade of mainstream children. Children from this largely summer born cohort who were attaining in line with age expected levels in UW rose significantly over the academic year; from 56% on entry to 94% on exit.
Children eligible for both 30 hours and EYPP will be enabled to attend longer sessions during 30 hour grace periods. This is particularly relevant during the pandemic when there is a threat to job security for many.	2 lunch sessions a week will be funded for families in this situation.	90.75	1 eligible child took up this offer, enabling them to continue to attend long sessions each week.
<p style="text-align: center;">OUTDOOR ENHANCEMENT PROJECTS (To be established Spring/Summer 2021)</p> <p>The rationale for these projects is to facilitate more outdoor opportunities as the weather becomes more clement. The latter half of the year is when we are at our most full and we are seeking to reduce the barrier to learning of busy and therefore louder indoor spaces by spending more time outside. To do this successfully we intend to enhance our outdoor offer with a series of projects, targeted especially at improving the teaching and learning of our children with EYPP across the curriculum, with particular focuses on key areas identified for children with EYPP. In addition, we will overcome the issue of reduced quiet spaces for group times, by creating a series of outdoor areas where groups can gather to speak, listen and learn both during adult focused group times and during free play. Children with EYPP will have enhanced access to these areas – with staff facilitating children to access these spaces during both free play and group times.</p>			
<u>Project 1: Maths</u> Children with EYPP will attain within one grade of mainstream children in Maths and will stay within age appropriate levels. This project also has strong links to Physical Development (PD), one of the prime areas of learning which underpins children's learning and development.	Creation of 'Mathematical Biking' area. Addition of giant outdoor scales and numbered stepping stones.	733.41	This target has been achieved. N2 children with EYPP made rapid progress in MA – making 4 steps over the academic year. They attained 40-60c overall, within one grade of mainstream children and a strong result for a largely summer born cohort. In the individual strand of MA1, they attained in line with mainstream children.
<u>Project 2: Quiet Spaces for speaking, listening and group times.</u> Children with EYPP will be confident and proficient speakers and listeners, who can take turns in conversations and attend to what others say.	2 log circle areas created to enable quieter spaces for speaking and listening, as well as for group times.	726.79	This target has been achieved. N2 children with EYPP attained an average grade of 40-60c in both CL and PSE overall, within one grade of mainstream children. They made accelerated progress in PSE1 (3.5

They will attain within one attainment grade of mainstream children in Communication and Language (CL) and Personal, Social and Emotional Development (PSE). Both CL and PSE are prime areas of learning which underpin children's learning and development.	Posts, stands and other den making resources added to enhance den making; creating quieter spaces for children to talk during free play, as well as during their construction as children negotiate with their peers.		steps) and in CL overall (4 steps) to narrow the gap between themselves and their mainstream peers.
<u>Project 3: Literacy 2 – Writing</u> Children with EYPP will show an enthusiasm for mark making and will be confident to become involved in early writing experiences. They will attain within one attainment grade of mainstream children in writing and will stay within age appropriate levels.	New literacy hub to be the focal point for outdoor writing opportunities.	453.88	This target has been met. This largely summer born cohort attained an average grade of 30-50a in LIT, within one grade of mainstream children. Children who were attaining in line with age expected levels in LIT rose significantly over the academic year; from 56% on entry to 100% in exit.
<u>Project 4: Understanding the World through gardening and mini beast investigation.</u> Children with EYPP will show high levels of wellbeing and involvement when engaged in this project and as they develop their understanding of the world. They will attain within one attainment grade of mainstream children in UW2 (Understanding the World 2: The World) and will stay within age appropriate levels. This project also facilitates strong links to CL and PSE and will support the intent outlined in project 2.	New growing areas established with more permanent planters which can be more easily moved around the outdoor areas, in line with children's bubbles. Mini beast area established.	645.99	This target has been met. Children with EYPP made accelerated progress of 3.5 steps in both UW1 and UW2, leading them to attain 30-50a overall, within one attainment grade of mainstream children. Children from this largely summer born cohort who were attaining in line with age expected levels in UW rose significantly over the academic year; from 56% on entry to 94% on exit.
<u>Project 5: Expressive Arts and Design (EAD)</u> Children with EYPP will show high levels of wellbeing and involvement when engaged in this project and as they develop their expressive arts and design knowledge and skills. They will attain within one attainment grade of mainstream children in EAD (and will stay within age appropriate levels.	Staging areas crated with movable stage squares to facilitate music, singing, dancing and 'performance'. Outdoor creative play opportunities will be enhanced via the introduction of:	643.56	This target has been met. Children with EYPP made rapid progress in EAD1 (3.5 steps) and good progress overall, to attain 30-50a in EAD overall, within one attainment grade of mainstream children. In the individual strand of EAD1, they attained 40-60c, in line with mainstream children.

<p>This project also facilitates strong links to CL and PSE and will support the intent outlined in project 2.</p>	<ul style="list-style-type: none"> • Small world play though the establishing of an outdoor 'doll's house'. • Enhancement of building and designing opportunities. One shed will become a 'designing and building shed'. Added to our current block play provision will be a deconstructed role play set and loose parts trolley. • Imaginative role will be enhanced by 'creative counters' (for cooking and mixing role plays). 		<p>Children from this largely summer born cohort who were attaining in line with age expected levels in EAD rose significantly over the academic year; from 63% on entry to 100% on exit.</p>
<p><u>Project 6: Problem Solving and Resilience</u> Children with EYPP will develop their abilities to 'keep trying', 'have a go' and try new ways of doing things to reach a goal they set themselves. This project also facilitates strong links to CL and PSE (supporting the intent outlined in project 2) as well as to UW2 (supporting the intent outlined in project 4).</p>	<p>Outdoor water play opportunities will be enhanced via the introduction of a more complex system of water wall tubes, funnels and attachments. These will complement and extend the play with guttering and stands.</p>	26.77	<p>Observations on Tapestry showed children with EYPP developing their problem solving and resilience using these resources. Project 2 and project 4, both supported by this project, showed successful outcomes in CL, PSE and UW2 for children with EYPP (see above).</p>
Lunch sessions			
		<p>TOTAL ESTIMATED SPEND: <u>6131.30</u></p> <p>ACTUAL SPEND <u>7048.56</u></p> <p>Balance carried forward to Autumn 2021:</p>	<p><i>Difference between total estimated spend and actual spend is due to some added VAT on certain items and in the purchasing of some additional resources needed to make the outdoor projects work. Following an audit, the following additional resources were bought:</i></p> <ul style="list-style-type: none"> • Books about nature, animals and minibeasts (Project 4).

		<p><u>£3053.71</u></p>	<ul style="list-style-type: none"> • <i>Instruments (Project 5).</i> <p><i>In the summer term, the large outdoor water play unit once again became in need of repair. We have repaired this valuable resource multiple times and the wood keeps weathering and rotting. It is not cost effective to repair it again. The new Eibe water play units are all made from stainless steel, a more weatherproof option. Without EYPP money we would not be able to replace this feature.</i></p> <p><i>We therefore proposed allocating the £3053.71 to this project. This is now carried forward to the Autumn term as we seek competitive quotes. The cost for the Eibe replacement is estimated to be £3369-£4510.</i></p> <p><i>An alternative option would be for a second large project. In the summer holidays we arranged to have a large tree overhanging our sandpit removed, due to the damage it would soon cause to our climbing apparatus. To enable children to access the sandpit safely and for extended periods of focused play in sunny weather now the shade of the tree is gone, we need to add a new shelter. We propose an all-weather shelter so that it provides a more inviting space to play and explore during very wet weather too. We began initialising this project in the summer term, by arranging for a tree surgeon to take</i></p>
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			<p><i>down the tree and will soon be able to go out to quotes.</i></p> <p><i>We are also investigating additional funding streams to support these two large projects.</i></p>
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APPENDIX 1: Key to Areas of Learning

Prime Areas of Learning	Personal Social and Emotional Development	
	PSE 1	Making Relationships
	PSE 2	Self Confidence and Self Awareness
	PSE 3	Managing Feelings and Behaviour
	Communication and Language	
	CL 1	Listening and Attention
	CL 2	Understanding
	CL 3	Speaking
	Physical Development	
	PD 1	Moving and Handling
	PD 2	Health and Self-Care
Specific Areas of Learning	Literacy	
	LIT 1	Reading
	LIT 2	Writing
	Maths	
	MA 1	Number
	MA 2	Shape, Space and Measure
	Understanding the World	
	UW 1	People and Communities
	UW 2	The World
	UW 3	Technology
	Expressive Arts and Design	
	EAD 1	Exploring Media and Materials
	EAD 2	Being Imaginative