

## Key Points from Early Years Pupil Premium Spring Assessment 2019

### Summary

We consider the children who will be eligible for pupil premium funding in the future, our EYPP children. 'N1' are children who have two years with us, 'N0' are children who have three years with us. This is a new coding for us, as it's the first time we've had such a variety of ages in our cohort.

Officially, we have **48** Early Years Pupil Premium Children (EYPP) and **100** Non Early Years Pupil Premium Children (Non EYPP).

**79** N1 (11 of which are already EYPP children) and **39** N0 children who will become EYPP children. So in total, we have **85** EYPP children and **63** Non EYPP children. As we have had a larger intake of 2 year olds this year, the 'on track' data appears low, but the leavers data is much higher.

To measure the steps progress from base line, children have to have started in September. That's why the 'out of' number of children is often smaller as the children haven't been with us for the whole year. This year, we only baselined the N1 children in the prime areas, so we have no steps progress in the specific areas. Therefore, there are less children and the percentages of children on track appears higher in the specific areas of learning than the prime areas - the N1 children are not included in the specifics.

### EYPP (without 2s) V Non EYPP (without 2s)

- The majority of EYPP and Non EYPP children are 'on track' in some aspects of the prime areas of learning, such as Understanding; Self-Confidence and Self-Awareness and Health and Self Care. However, only a minority of EYPP and Non EYPP children are 'on track' in Making Relationships and Managing Feelings and Behaviour. For this reason, these will be our main focus for the rest of the school year.
- On average the majority of EYPP and Non EYPP children are 'on track' in the specific areas of learning. Specifically, a majority of EYPP children are 'on track' for Reading and Writing but only a minority of EYPP children are 'on track' for Number and Space, Shape and Measure. To narrow this gap, we will be focusing on Number and Shape, Space and Measure throughout the nursery and during learning groups sessions. Other key areas which a majority of EYPP children are 'on track' in the specific areas of learning are Exploring Media and Materials; People and Communities; Being Imaginative and Technology.
- On average the majority of the Non EYPP children are 'on track' for the specific areas of learning and a large majority of the Non EYPP children are 'on track' for Reading, Writing and Space, Shape and Measure and a majority of Non EYPP children are also 'on track' for Number, People and Communities, The World and Being Imaginative.

### EYPP (with 2s) v Non EYPP (with 2s)

- On average, the minority of EYPP and Non EYPP children are 'on track' in the prime areas and the majority of the EYPP and the Non EYPP children are 'on track' in the specific areas. Although we would not expect the data to show children making greater progress in the specific areas as opposed to the prime areas, it is important to note here that this data involves 2 year olds. Our 2 year olds are only assessed in the prime areas of learning and therefore this could be a reason for why our data is showing both EYPP and Non EYPP children making better progress in the specific areas of learning.
- On average, the majority of EYPP children have made 3+ steps progress across all areas of learning compared with a large majority of the Non EYPP children who have also made 3+ steps progress across the EYFS. On average, a large majority of the EYPP and Non EYPP children have made 3+ progress in both Communication and Language and Personal, Social and Emotional Development. On average, a majority of the EYPP children have made 3+ progress in Physical Development compared with a large majority of the Non EYPP children. As only a small minority of the EYPP children are 'on track' for Moving and Handling compared with a majority of the Non EYPP children, Physical Development will remain a continuous focus throughout the nursery and interventions will be put in place to narrow the gap.
- On average, a small minority of the EYPP and Non EYPP children have made 5+ steps progress in the specific areas of learning. Data shows that Technology has the highest percentage of Non EYPP and EYPP children making 5+ steps progress, whereas Making Relationships and Moving and Handling has the lowest percentage of EYPP and Non EYPP children making 5+ steps progress.

### EYPP Part Time v Non EYPP Full Time

We have **55** EYPP part-time children and **26** Non EYPP full-time children which includes our N1 and N0 children. The differences between the 'on track' percentages between the two groups are very great, but the EYPP 'on track' data includes our two year olds, and the Non EYPP Full Time children are mainly our leavers from working families. So the age range varies greatly.

- On average, the minority of the EYPP part-time children are 'on track' in the prime areas of learning compared with the majority of the Non EYPP full-time children. Specifically, over half of the Non EYPP full-time children are 'on track' in almost all aspects of the prime areas of learning, such as Self-Confidence and Self-Awareness; Communication and Language; Physical Development. Whereas a majority of the EYPP part-time children are 'on track' for Self-Confidence and Self-Awareness; Understanding and Health and Self Care.
- Data also shows that, on average, the majority of the EYPP part-time children are 'on track' for the specific areas of learning compared with a large majority of the Non EYPP full-time children. However, a majority of the EYPP part-time children and the Non EYPP full-time children are 'on track' for Writing, but only a majority of the EYPP part-time children are 'on track' for Reading compared with a large majority of the Non EYPP full-time children.

### EYPP Part Time V EYPP Full Time

As a governing body, we decided to keep our returning full-time EYPP children, who are also our most vulnerable children, full-time although there is no funding. This shows the true value of having vulnerable pupil premium children full time. However, I have decided to include the 2 year olds in this data as they will eventually become EYPP children the term after they turn 3. Therefore, the data gives a broader view on the progress EYPP part-time and full-time children are making.

- On average, a minority of EYPP part-time and EYPP full-time children are 'on track' in the prime areas of learning.
- A minority of the EYPP full-time children are 'on track' for the specific areas of learning compared with a majority of the EYPP part-time children.
- On average, a minority of the EYPP full-time children are 'on track' for Mathematics yet when compared to the EYPP part-time there is a majority of children 'on track'.
- A majority of the EYPP full-time children and EYPP part-time children are both 'on track' for Writing, but only a minority of the EYPP full-time children are 'on track' for reading compared with a majority of EYPP part-time children.

### EYPP Leavers V Non EYPP Leavers

As the NI and N0 children are not included in this data, it gives a clearer picture of the gap between EYPP and Non EYPP children.

- On average, the large majority of Non EYPP leavers are 'on track' compared with a majority of the EYPP leavers.
- Most of the Non EYPP leavers are 'on track' for Physical Development compared with only a minority of EYPP leavers being 'on track' for Moving and Handling but a large majority of EYPP leavers 'on track' for Health and Self Care.
- Most of the Non EYPP leavers are 'on track' for Literacy; this means they are 'on track' for both writing and reading. Yet a majority of EYPP leavers are 'on track' for Reading, although there is a large majority of EYPP leavers are 'on track' for Writing.
- On average, the small minority of EYPP leavers and Non EYPP leavers have made 5+ steps progress across the Early Years Foundation Stage.
- On average, the large majority of EYPP leavers and Non EYPP leavers have made 3+ steps progress across both the prime and specific areas.

### EYPP Boys (with 2s) V EYPP Girls (with 2s)

This data has included 2 year olds as they will become EYPP children the term after their third birthday. By including the 2 year olds in this data enables us to gain a holistic view on all EYPP boys' and girls' progress in the setting.

- The minority of EYPP boys are 'on track' across the EYFS compared with the majority of EYPP Girls.
- The small minority of EYPP boys are 'on track' in the prime areas of learning

- compared with a minority of EYPP girls.
- Majority of the EYPP boys and EYPP girls are 'on track' in the specific areas of learning.
  - The small minority of EYPP boys and EYPP girls have made 5+ steps progress across the Early Years Foundation Stage.
  - The majority of EYPP boys have made 3+ steps progress in the prime areas compared with a large majority of EYPP girls.
  - The large majority of EYPP boys and girls have made 3+ steps progress in the specific areas.
  - Overall, the large majority of both EYPP boys and girls have made 3+ steps progress across the EYFS.

#### EYPP Girls (with 2s) v Non EYPP Girls (with 2s)

- On average, half of the EYPP girls are 'on track' compared with the majority of Non EYPP girls .
- On average, the minority of EYPP girls and Non EYPP girls are 'on track' for the prime areas of learning.
- On average, the majority of EYPP girls are 'on track' for the specific compared with the large majority of Non EYPP girls.
- On average, the small minority of EYPP Girls and Non EYPP girls have made 5+ steps. However, the large majority of EYPP girls have made 3+ steps progress across the EYFS compared with most of the Non EYPP girls.
- On average, the large majority of EYPP girls and Non EYPP girls have made 3+ steps progress in the prime areas.
- On average, the large majority of EYPP girls have made 3+ steps progress in the specific areas compared with most of the Non EYPP girls.

#### EYPP Boys (with 2s) V Non EYPP Boys (with 2s)

- On average, the minority of EYPP Boys are 'on track' across all areas of learning compared with the majority of Non EYPP boys.
- On average, the small minority of EYPP boys and Non EYPP boys have made 5+ steps progress across the EYFS.
- On average, the large majority of EYPP boys have made 3+ steps progress across the EYFS compared with the majority of Non EYPP boys .
- On average, the majority of EYPP boys and Non EYPP boys have made 3+ steps progress in the prime areas of learning.
- On average, the large majority of EYPP boys and Non EYPP boys have made 3+ steps progress in the specific areas of learning.

#### Sept 2018 EYPP Returners V 2019 Non EYPP Returners (with 2s)

- On average, a minority of 2019 EYPP returners are 'on track' across the EYFS compared with majority of the 2018 EYPP returners.
- On average, the small minority of 2018 EYPP returners and 2019 EYPP returners have made 5+ steps progress across all areas of learning.
- On average, the large majority of 2018 EYPP returners and 2019 EYPP returners have made 3+ steps progress across the EYFS.
- On average, the minority of the 2019 EYPP returners have made 3+ steps progress in the prime areas compared with a large majority of the

2018 EYPP returners.

- On average, the large majority of the 2018 EYPP returners and the 2019 EYPP returners have made 3+ steps progress in the specific areas.

## EYPP Spring 2018 and Spring 2019 Comparison

EYPP 2018	Personal, Social and Emotional Development			Communication and Language			Physical Development		Literacy		Mathematics		Understanding the World			Expressive arts and design	
62																	
EYPP 2019	MR	SSC	MFB	LA	U	S	MH	HSC	R	W	N	SSM	PC	TW	T	EUMM	BI
48																	
% and number of children on track EYPP 2018	39%	40%	26%	40%	40%	37%	53%	42%	39%	26%	26%	40%	37%	35%	37%	40%	39%
	24	25	16	24	25	23	33	26	22	16	16	25	23	22	23	25	24
Ofsted descriptor	Minority	Minority	Small Minority	Minority	Minority	Minority	Majority	Minority	Minority	Small Minority	Small Minority	Minority	Minority	Minority	Minority	Minority	Minority
% and number of children on track EYPP 2019	42%	52%	42%	58%	56%	48%	44%	71%	52%	63%	44%	44%	50%	44%	54%	67%	60%
	20	25	20	28	27	23	21	34	25	30	21	21	24	21	26	32	29
Ofsted descriptor	Minority	Majority	Minority	Majority	Majority	Minority	Minority	Large Majority	Majority	Majority	Minority	Minority	Half	Minority	Majority	Large Majority	Majority
Difference between Spring 2018 and 2019	3%	12%	16%	18%	16%	11%	-9%	29%	13%	37%	18%	3%	13%	8%	17%	26%	22%