

**EYPP – Call for Evidence, Early Years Pupil Premium
Case Study 12**

What?	Focus on maths development at a nursery school, Tower Hamlets, London
Why?	Leaders identified that children were entering school with low levels of attainment in mathematics and were not making appropriate progress, with attainment in maths being lower than other areas. A need to ensure that children make good or outstanding progress in mathematics was identified.
<i>Where and when?</i>	The focus began during the academic year 2013-2014, at Harry Roberts Nursery School, Tower Hamlets, London.
Who?	The focus was a universal offer, with identification of children needing additional support and family workshops.
How?	<p>The whole staff team engaged in a training day during which a baseline audit was carried out. This led to the development of a whole school action plan which included:</p> <ul style="list-style-type: none"> • Revision of provision for maths • Development of curriculum maps for maths • Parents support including workshops • Development of resources • CPD <p>The staff team asked themselves key questions:</p> <ul style="list-style-type: none"> • Are we recording all maths we see? • Can we draw out maths from other curriculum areas? <p>The whole staff training day, subsequent staff meetings and CPD led to increased practitioner confidence. The indoor and outdoor learning environments were enhanced, with high profile maths displays.</p> <ul style="list-style-type: none"> • Resources, in particular collections of resources to explore, sort and count were developed, with practitioners modelling use of both resources and mathematical language. • Number rhymes become a huge focus – with core number rhymes focussed on. For examples, children counting, cooking and eating sausages when focusing on ‘Five fat sausages’ sizzling in a pan’. • Maths displays were referred to throughout the environment e.g. a ‘Big Numbers’ displays, building on children passion for numbers beyond 20. • Small world play included a maths focus – for example, children focusing on the language of size when retelling traditional tales. <p>Special events, such as the ‘Numbers Count’ day engaged families and children. As the newsletter said:</p> <p>On our <i>Numbers Count</i> day for the NSPCC, we had a special activity, where we made Sea Number Pouches, being on the Ocean Estate, with an artist from Bow Arts.</p>

	<ul style="list-style-type: none"> • What did you choose to put in your number pouch? • What numbers did you choose? • How many different things did you put in your pouch? • How did you make it?
The Evidence of Impact	<p>Attainment summary Autumn 2013 – Summer 2014</p> <ul style="list-style-type: none"> • 10.4% children on entry at Age Related Expectations (ARE) in numbers, 19.7% in shape, space and measures • 29.1% on exit at ARE for numbers, with 40.8% for shape, space and measures, after one academic year. <p>Progress summary 2013-2014</p> <ul style="list-style-type: none"> • Expectation of 3 steps made in one academic year • Overall, 28% children made 3 steps progress, with 52% children making 4 or more steps progress. <p>Year on year progress:</p> <ul style="list-style-type: none"> • 2012-2013, in number: 17% children made 0-1 steps progress, 29% made 2 steps progress, with 54% making 3 or more steps progress (shape space and measures 15%, 32% and 53%) • By 2013-2014, in number: 9% children made 0-1 steps progress, 30% made 2 steps progress, with 61% making 3 or more steps progress. (shape, space and measures 11%, 29% and 60%) <p>This data shows impact of focus, training and support partway through year, leading to an increase of 7% children making expected progress and significantly, 13% children making 5 or more steps progress, with expectations of greater increases for full year 2014-2015.</p> <p>Initial analysis of 2014 on entry data for numbers shows 93.9% children functioning below ARE.</p>
Where to find out more	<p>Alexandra Law, Headteacher Harry Roberts Nursery School head@harryroberts.towerhamlets.sch.uk 0207 790 6711</p>