

Early Years Pupil Premium (EYPP) Record for settings – 2020-21

Autumn term 1 2020 (Baseline)

Name of school/setting claiming EYPP: Roskear Primary and Nursery School

Headteacher/owner/nominated person: Miss Nic Furnish

Lead Early Years Practitioner: Mandy Lawrence – Nursery/FS1 Leader
Becky Groombridge – Pre-school room leader

Contextual information:

Total number of children currently on roll in the EY setting	Pre-school 17 Nursery 41			
Total number of two year olds currently receiving a free early education place	Pre-school: 12 (4 pay fees – all sessions.) 1 child is paid for by school. (4 children pay extra in addition to the 2yr funding)			
Total number of three and four year old funded children currently on roll	Pre-school 0 = 15 hours, 0 = 30 hours Nursery 33 = 15 hours, 8 = 30 hours			
Total number of three and four year old children currently claiming Early Years Pupil Premium	Pre-school 0 Nursery 10			
Total number of children in care currently receiving Early Years Pupil Premium funding	Pre-school 1 ?			
Total number of children with SEND	Pre-school 0 Nursery 2			
Total amount of Early Years Pupil Premium funding claimed per term	Summer 2019£17190.18	Autumn 2020£19908.00	Spring 2021	Summer 2021

	£	£	£	£
Total amount of Early Years Pupil Premium Funding spent per term	Summer 2019	Autumn 2020	Spring 2021	Summer 2021
	£	£	£	£

Making a Difference – How Early Years Pupil Premium Funding is helping children’s achievement and “school readiness”.

<p>What we have tried/are trying to achieve? (Eg; improve children’s speaking and listening, support boys’ achievement, help children improve their social skills)</p>	<p>What barriers did we try/are we trying to overcome? (Eg; parental engagement with the setting was limited, children’s on entry listening skills were poor,)</p>	<p>How did we try/are we trying to remove these barriers? (Eg through staff training, resources purchased, additional staff hours to support children, family learning and parenting courses, improvements in the outdoor learning environment)</p>	<p>How did this help/is this helping children to make good progress? (what progress have they made relative to their starting points? How do you know? What evaluations have you carried out? Can you give examples?)</p> <p>For evidence see Target Tracker, Evidence Me, ECAT, Vulnerable groups document.</p>	<p>What actions need to be taken next in order to help children achieve well and become ready for school?</p>
<p>Communication and Language Improve childrens’ speaking and listening skills</p>	<p>Baseline assessments across both settings for Communication and Language were</p>	<p>Learning Language and Loving action plan updated termly and agreed with all staff in EYFS meetings.</p>	<p>Nursery CL: Speaking 90% of children in receipt of EYPP are</p>	<p>Use visual timetable. Continue with LLLi strategies – termly action plans</p>

	low especially Speaking Long waiting lists for children to receive Speech therapy (16-18 weeks)	ECAT assessments completed and children monitored using the toolkit. Children monitored for SAL therapy referral. PECs cards used to help children communicate where needed.	below average at baseline for Speaking. Pre-School CL: Speaking 83% of children in receipt of EYPP are below average at Baseline for Speaking.	Use Vulnerable groups data analysis to inform room staff of children's Next Steps. Discuss priorities from analysis with all staff.
Improve PSED skills	Children's PSED on entry scores are low for some children in receipt of PP	Learning through routines - daily timetable, welcome time, circle times across FS1. Staff commenting in CP time using LLLi strategies Staff used to help children separate from home carers. Use photos of children following rules in Nursery to reinforce appropriate behaviour.	Nursery PSED 70 % of children in receipt of EYPP below average at Baseline Pre-School PSED 89% of children in receipt of 2 year old funding are below average at Baseline	Continue to work with parents at drop off and pick up times Use eSchools for additional communication Support parents with behaviour at home Encourage independence by supporting toilet training and self help skills.
Improve reading readiness	Reading scores low for EYPP children on entry to Nursery (Pre-	Daily Letters and Sounds activities for all 3/4 year olds	Nursery Reading 100% of children in receipt of EYPP are	5 a day stories when possible Props with stories to engage and motivate

	school focus is on Prime Areas)	Daily story times using books with repetition. Focus tasks sharing books Books in all areas of CP	below average at Baseline.	Stories to share outdoors and indoors Observe children sharing books across FS1
Physical Development Improve gross and fine motor skills	Health and self care very low on entry. 50% of children in receipt of EYPP in Nursery are still in nappies and without bowel or bladder awareness.	Staff working with parents to encourage toilet training. Plan in place. All parents messaged on eSchools, spoken to at pick up and meetings are to be arranged. Letters sent home signposting websites for support. Daily dance Climbing, jumping etc outdoors Lying on tummies to draw Cosmic yoga Mark making opportunities in all areas Mark making outside Painting on easels for shoulder movements Funky fingers activities	Nursery PD 70% of children in receipt of EYPP are below average at Baseline. Pre-School 88% in receipt of 2 year old funding are below average at Baseline.	Big arm movements and dance Share tips in Newsletters with parents Outdoor enhancements Continue to audit outdoor resources to provide challenge. Review Toilet Training Plan 4.11.20 (Nursery)

		RWI in summer term Name cards in Nursery to try name writing Dough area to strengthen fingers. Balance bikes to increase balance.		
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Record of any further actions *(NB actions and the evaluation of their success should be linked to the SEF)*

Aim – what are we going to try to achieve?	Actions to be taken:	By whom?	By when?	How will we know this has been successfully completed?

Date of completion of this record: 8.10.20

Completed by: M Lawrence

