

## Early Years Pupil Premium (EYPP) Record for settings – 2019-2020

**End of Spring 2 2020**

**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:

<b>Total number of children currently on roll in the EY setting</b>	<b>Pre-school 41 Nursery 40</b>			
<b>Total number of two year olds currently receiving a free early education place</b>	<b>Pre-school: 19 2 year old funded (5 pay)</b>			
<b>Total number of three and four year old funded children currently on roll</b>	<b>Pre-school 13 = 15 hours, 4 = 30 hours Nursery 29 15 = hours, 11 = 30 hours</b>			
<b>Total number of three and four year old children currently claiming Early Years Pupil Premium</b>	<b>Pre-school Nursery 9</b>			
<b>Total number of children in care currently receiving Early Years Pupil Premium funding</b>	<b>N/A</b>			
<b>Total number of children with SEND</b>	<b>Pre-school 2 Nursery 4</b>			
<b>Total amount of Early Years Pupil Premium funding claimed per term</b>	<b>Summer 2019</b>	<b>Autumn 2019</b>	<b>Spring 2020</b>	<b>Summer 2020</b>
	<b>£17190.18</b>	<b>£12430.05</b>	<b>£16874.55</b>	<b>£30788.1</b>

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

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

<b>What we have tried/are trying to achieve?</b> ( Eg; improve children’s speaking and listening, support boys’ achievement, help children improve their social skills)	<b>What barriers did we try/are we trying to overcome?</b> (Eg; parental engagement with the setting was limited, children’s on entry listening skills were poor, )	<b>How did we try/are we trying to remove these barriers?</b> (Eg through staff training, resources purchased, additional staff hours to support children, family learning and parenting courses, improvements in the outdoor learning environment)	<b>How did this help/is this helping children to make good progress?</b> (what progress have they made relative to their starting points? How do you know? What evaluations have you carried out? Can you give examples?)  <b>For evidence see Target Tracker, 2buildaprofile, ECAT, Vulnerable groups document.</b>	<b>What actions need to be taken next in order to help children achieve well and become ready for school?</b>
<b>Communication and Language Improve childrens’ speaking and listening skills</b>	Long waiting lists for children to receive Speech therapy (16-18 weeks) Use of dummies	Learning Language and Loving action plan updated termly and agreed with all staff in EYFS meetings. ECAT assessments completed and	<b>Nursery</b> CL 25% of children in receipt of EYPP on track or above at baseline. 33% on track end of Autumn term 2019	Continue with LLLi strategies – termly action plans in Year R Discuss priorities from analysis with all staff each term in year R

		<p>children monitored using the toolkit.          Children monitored for SAL therapy referral.          PECs cards used to help children communicate where needed.          Parent voice visible on displays.          Information on how to give up dummies prepared with Learning Mentor</p>	<p>99% of children in receipt of EYPP on track at end of Spring term 2020  <b>Pre-School</b>          CL          23% of children in receipt of 2 year old on track at end of Spring term 2020</p>	<p>Small group learning to encourage talk in Year R</p> <p>LLLi strategies in Nursery          Continuous Provision talk friendly</p>
<b>Improve PSED skills</b>	<p>Children's PSED on entry scores are low for some children in receipt of PP</p>	<p>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.          Additional adult in Nursery to spend time supporting routines          Use photos of children following rules in Nursery to reinforce appropriate behaviour.</p>	<p><b>Nursery</b>          PSED          47 % of children in receipt of EYPP on track or above at baseline.          40% at the end of the Autumn term due to attendance, children on record of need, speech and language          99% of children in receipt of EYPP on track or above at end of Spring term 2020  <b>Pre-School</b>          PSED</p>	<p>Continue to work with parents at drop off and pick up times          Support parents with behaviour at home          Encourage attendance with parents          In Year R</p>

		<p>Stay and Play sessions introduced to involve parents and help them to understand the importance of early education.</p> <p>Weekly Baby Club sessions with EYFS Learning Mentor and EYFS practitioner.</p> <p>Early Years Learning Mentor spends time with children entitled to EYPP funding weekly.</p> <p>MDS employed for Nursery lunchtimes to ensure EYFS staff can carry on with focus tasks and supporting continuous provision.</p> <p>All staff received training in Emotion Coaching.</p>	<p>23% of children in receipt of 2 year old on track or above at end of Spring term 2020</p>	<p>In Nursery</p> <p>Support children in their play</p> <p>Circle times</p> <p>Photo rules</p> <p>Liaise with parents</p>
<p><b>Improve reading readiness</b></p>	<p>Reading scores low for EYPP children on entry to Nursery (Pre-school focus is on Prime Areas)</p>	<p>Book bags donated by FORSA for Pre-school</p> <p>New books purchased and new shelving, cushions etc.</p>	<p><b>Nursery Reading</b></p> <p>11% of children in receipt of EYPP on track or above at baseline.</p>	<p>5 a day stories when possible</p> <p>Props with stories to engage and motivate</p> <p>Stories to share outdoors and indoors</p>

		Daily Letters and Sounds activities for all 3/4 year olds Daily story times using books with repetition. Focus tasks sharing books	22% on track at end of Autumn 2 99% of children in receipt of EYPP on track or above at the end of Spring 2 2020	In Year R
<b>Physical Development Improve gross and fine motor skills</b>	Writing on EYFS Development plan and SDP Health and self care very low on entry. Large number of children in Nursery still in nappies and without bowel or bladder awareness	Staff working with parents to encourage toilet training. Leaflets available. Su Eva supports parents with toilet training their children. 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 RWI in summer term Name cards in Nursery to try name writing	<b>Nursery PD</b> 27% of children in receipt of EYPP on track or above at baseline. 33% on track at the end of Autumn 2 99% on track or above at end of Spring 2 2020 <b>Pre-School PD</b> 25 % on track or above at end of Spring 2 2020	Outdoor enhancements Continue to audit outdoor resources to provide challenge. In Year R  Plan to support parents to get children toilet trained in place. Address fine and gross motor skills through carefully planned activities.

		Dough area to strengthen fingers. Balance bikes to increase balance. Information prepared for parents about toilet training.		
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**Record of any further actions** *(NB actions and the evaluation of their success should be linked to the SEF)*

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

**Date of completion of this record: 1.11.19 17.1.20 8.10.20**

**Completed by: M Lawrence**

