**Early Years Pupil Premium (EYPP) Record for settings – 2019-1920**

**Autumn term 2 2019**

**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:**

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| **Total number of children currently on roll in the EY setting** |  **Pre-school 42 Nursery 40** |
| **Total number of two year olds currently receiving a free early education place** |  **Pre-school: 15 2 year old funded (8 pay)** |
| **Total number of three and four year old funded children currently on roll** |  **Pre-school 16 = 15 hours, 3 = 30 hours** **Nursery 29 = hours, 11 = 30 hours** |
| **Total number of three and four year old children currently claiming Early Years Pupil Premium** |  **Pre-school 8 Nursery 13** |
| **Total number of children in care currently receiving Early Years Pupil Premium funding** | **N/A** |
| **Total number of children with SEND** |  **Pre-school 1 Nursery 4** |
| **Total amount of Early Years Pupil Premium funding claimed per term** | **Summer****2018** | **Autumn** **2018** | **Spring 2019** | **Summer 2019** |
| **£ 21573.03** | **£11144.07** | **£10095.45** | **£16475.34** |
| **Total amount of Early Years Pupil Premium Funding spent per term** | **Summer 2018** | **Autumn** **2018** | **Spring** **2019** | **Summer 2019** |
| **£** | **£** | **£** | **£** |

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

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| **What we have tried/are trying to achieve?** *( Eg; improve children’s speaking and listening, support boys’ achievement, help children improve their social skills)* | **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, )* | **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)* | **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?)***For evidence see Target Tracker, 2buildaprofile, ECAT, Vulnerable groups document.** | **What actions need to be taken next in order to help children achieve well and become ready for school?** |
| **Communication and Language****Improve childrens’ speaking and listening skills**  | 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 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 | **Nursery** CL25% of children in receipt of EYPP on track or above at baseline.33% on track end of Autumn term 2019 | Use PECS cardsContinue with LLLi strategies – termly action plans Discuss priorities from analysis with all staff.Small group learning to encourage talk. |
| **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. Additional adult in Nursery to spend time supporting routinesUse photos of children following rules in Nursery to reinforce appropriate behaviour.Stay and Play sessions introduced to involve parents and help them to understand the importance of early education.Weekly Baby Club sessions with EYFS Learning Mentor and EYFS practitioner.Early Years Learning Mentor spends time with children entitled to EYPP funding weekly.MDS employed for Nursery lunchtimes to ensure EYFS staff can carry on with focus tasks and supporting continuous provision.All staff received training in Emotion Coaching. | **Nursery**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 | Continue to work with parents at drop off and pick up timesSupport parents with behaviour at homeEncourage attendance with parents |
| **Improve reading readiness**  | Reading scores low for EYPP children on entry to Nursery (Pre-school focus is on Prime Areas) | Book bags donated by FORSA for Pre-schoolNew books purchased and new shelving, cushions etc.Daily Letters and Sounds activities for all 3/4 year oldsDaily story times using books with repetition.Focus tasks sharing books | **Nursery****Reading**11% of children in receipt of EYPP on track or above at baseline.22% on track at end of Autumn 2  | 5 a day stories when possibleProps with stories to engage and motivateStories to share outdoors and indoorsObserve children sharing books across FS130 books to read before we leave Nursery |
| **Physical Development****Improve gross and fine motor skills** | Writing on EYFS Development plan and SDPHealth 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 danceClimbing, jumping etc outdoorsLying on tummies to drawCosmic yogaMark making opportunities in all areasMark making outsidePainting on easels for shoulder movementsFunky fingers activitiesRWI in summer term Name cards in Nursery to try name writingDough area to strengthen fingers.Balance bikes to increase balance.Information prepared for parents about toilet training. | **Nursery**PD 27% of children in receipt of EYPP on track or above at baseline.33% on track at the end of Autumn 2 | Big arm movements and dance Share tips in Newsletters with parentsOutdoor enhancements Continue to audit outdoor resources to provide challenge.Toilet training in each setting |

**Record of any further actions** *(NB actions and the evaluation of their success should be linked to the SEF)*

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| **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?** |
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**Date of completion of this record: 1.11.19 17.1.20**

**Completed by: M Lawrence**