

## Early Years Pupil Premium (EYPP) Record for settings – 2021-22

**Spring 2 2022**

**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 Sarah Jose – Pre-school room leader**

### Contextual information:

<b>Total number of children currently on roll in the EY setting</b>	<b>Pre-school 37 Nursery 48</b>			
<b>Total number of two year olds currently receiving a free early education place</b>	<b>Pre-school: 14 (7 pay fees)</b>			
<b>Total number of three and four year old funded children currently on roll</b>	<b>Pre-school 5 = 15 hours, 2= 30 hours Nursery 48 32 = 15 hours, 16 = 30 hours</b>			
<b>Total number of three and four year old children currently claiming Early Years Pupil Premium</b>	<b>Pre-school 0 Nursery 8</b>			
<b>Total number of children in care currently receiving Early Years Pupil Premium funding</b>	<b>None</b>			
<b>Total number of children with SEND</b>	<b>Pre-school 1 Nursery 1</b>			
<b>Total amount of Early Years Pupil Premium funding claimed per term</b>	<b>Summer 2021</b>	<b>Autumn 2021</b>	<b>Spring 2022</b>	<b>Summer 2022</b>

	<b>£2,646.82</b>	<b>£1,113.00</b>	<b>£972.55</b>	<b>£</b>
<b>Total amount of Early Years Pupil Premium Funding spent per term</b>	<b>Summer 2021</b>	<b>Autumn 2021</b>	<b>Spring 2022</b>	<b>Summer 2022</b>
	<b>£</b>	<b>£</b>	<b>£</b>	<b>£</b>

**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? ( Eg; improve children’s speaking and listening, support boys’ achievement, help children improve their social skills)</b>	<b>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, )</b>	<b>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)</b>	<b>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?)</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 children’s speaking and listening skills</b>	Baseline assessments across both settings for Communication and Language were low especially Speaking	Learning Language and Loving action plan updated half termly and agreed with all staff in EYFS meetings. Children monitored for SAL therapy referral.	<b>Nursery</b> CL: Speaking 90% of children in receipt of EYPP are below average at baseline for Speaking. <b>Autumn 2</b>	Use visual timetable. Continue with LLLi strategies – half termly action plans Use Vulnerable groups data analysis to inform room staff of children’s Next Steps.

	<p>Children in nursery missed pre-school due to lockdown.  Long waiting lists for children to receive Speech therapy  No Therapist for Camborne- Therapist now appointed (March 22)</p>	<p>PECs cards used to help children communicate where needed.  Visual timetable in both rooms.  New Development Matters used to track progress. Use of Target Tracker and analysis.</p>	<p>70% of children in receipt of EYPP are below average for Speaking.  <b>Spring 2</b>  40% of children in receipt of EYPP are below average for Speaking.    <b>Pre-School</b>  CL: Speaking  80% of children in receipt of EYPP are below average at Baseline for Speaking.  <b>Autumn 2:</b> Children are still working within the Birth to 3 bracket with 80% below average.  <b>Spring 2:</b>  Children are still working within the Birth to 3 bracket with 80% below average.</p>	<p>Discuss priorities from analysis with all staff.  Alert parents to helpline for SALT and Early Help Hub  Enabling environments must be maintained.  Data shows strategies are working well.</p>
<b>Improve PSED skills</b>	<p>Children's PSED on entry scores are low for some children in receipt of EYPP</p>	<p>Learning through routines - daily timetable, welcome time, circle times across FS1.</p>	<p><b>Nursery PSED</b>  83% of children in receipt of EYPP below average at Baseline  <b>Autumn 2:</b></p>	<p>Continue to work with parents at drop off and pick up times  Use eSchools for additional communication to</p>

		<p>Staff commenting in CP time using LLLi strategies</p> <p>Use photos of children following rules in Nursery to reinforce appropriate behaviour.</p> <p>Key worker system ensures relationships are secure.</p>	<p>60% of children in receipt of EYPP below average</p> <p><b>Spring 2:</b> 23% of children in receipt of EYPP below average</p> <p><b>Pre-School PSED</b></p> <p>83% of children in receipt of 2 year old funding are below average at Baseline.</p> <p><b>Autumn 2:</b> Children are still working within the Birth to 3 bracket with 83% below average but making small steps.</p> <p><b>Spring 2:</b> Children are still working within the Birth to 3 bracket with 83% below average but making small steps within that bracket ie heading towards 3 / 4 years</p>	<p>support parents with behaviour at home</p> <p>Encourage independence by supporting toilet training and self help skills. Share ERIC resources via eSchools</p> <p>Share 'Getting Ready for School' checklist with parents.</p>
<b>Improve reading and writing readiness (Nursery)</b>	Reading scores low for EYPP children on entry to Nursery (Pre-	Daily Letters and Sounds activities for all 3/4 year olds	<b>Nursery Reading</b> 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 RWI Nursery programme Talk 4 Writing	below average at Baseline for reading and 100% for writing <b>Autumn 2:</b> In line with children not in receipt of EYPP these children have made some progress but not enough to move up a bracket. 100% below average across reading and writing. <b>Spring 2</b> 70% of children in receipt of EYPP are below average for reading. 80% Writing	Stories to share outdoors and indoors Observe children sharing books across FS1 Name writing established Encourage name writing and correct grip at home via eSchools Talk 4 Writing: Use of story maps Children borrow books from the Lending Library RWI Nursery started end of Spring 2
<b>Physical Development Improve gross and fine motor skills</b>	Children are below average on entry for Gross Motor skills and show limited core strength. Fine motor skills 100% below ARE	Healthy Movers daily 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 Nursery	<b>Nursery</b> PD Gross Motor 80% Fine Motor 100% of children in receipt of EYPP are below average at Baseline. <b>Autumn 2:</b> Gross Motor 60% Fine motor 60% Are below average, a marked improvement. <b>Spring 2</b> Gross Motor 30% Fine motor 60%	Big arm movements and dance Share tips in Newsletters with parents Outdoor enhancements Continue to audit outdoor resources to provide challenge. Use tweezers, threading, lacing, painting etc to improve pincer movements.

		<p>Name cards in Nursery Dough area to strengthen fingers. Balance bikes to increase balance.</p>	<p>Of children in receipt of EYPP are below average.</p> <p><b>Pre-School</b> 73% in receipt of 2 year old funding are below average at Baseline.</p> <p><b>Autumn 2:</b> Children are still working within the Birth to 3 bracket with 73% below average.</p> <p><b>Spring 2:</b> Children are still working within the Birth to 3 bracket with 84% below average but making small steps within that bracket ie heading towards 3 / 4 years.</p>	<p>Continue name writing in Nursery and share via eSchools RWI in Nursery</p>
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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: 5.4.22**

**Completed by: M Lawrence**