

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

### Spring term 2 2021 (End of term)

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 39 Nursery 44
Total number of two year olds currently receiving a free early education place	Pre-school: 12 ( 5 pay fees – all sessions.) 1 child is paid for by school. ( children pay extra in addition to the 2yr funding)
Total number of three and four year old funded children currently on roll	Pre-school 18 = 15 hours 4 = 30 hours Nursery 40 = 15 hours, 4 = 30 hours 1 child paid for by school (Nursery)
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	N/A
Total number of children with SEND	Pre-school 1 Nursery 2

<b>Total amount of Early Years Pupil Premium funding claimed per term</b>	<b>Summer 2019</b> £17190.18	<b>Autumn 2020</b> £19908.00	<b>Spring 2021</b> £18641.72	<b>Summer 2021</b>
	£	£	£	£
<b>Total amount of Early Years Pupil Premium Funding spent per term</b>	<b>Summer 2019</b>	<b>Autumn 2020</b>	<b>Spring 2021</b>	<b>Summer 2021</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?</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, Evidence Me, 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</b>	Baseline assessments across both settings for Communication	Learning Language and Loving action plan updated termly and	<b>Nursery</b> CL: Speaking	Use visual timetable.

<p><b>Improve childrens' speaking and listening skills</b></p>	<p>and Language were low especially Speaking Long waiting lists for children to receive Speech therapy (16-18 weeks pre-Covid, now longer)</p>	<p>agreed with all staff in EYFS meetings. <b>ECAT assessments</b> completed and children monitored using the toolkit. Children monitored for SAL therapy referral. PECs cards used to help children communicate where needed.</p>	<p>90% of children in receipt of EYPP are below average at baseline for Speaking. At end of Autumn 2 this was 60% <b>At end of Spring 2 this was 40%</b> <b>Pre-School</b> CL: Speaking 83% of children in receipt of EYPP are below average at Baseline for Speaking. At the end of Autumn 2 this was 75% <b>At the end of Spring 2 this was 75%</b></p>	<p>Continue with LLLi strategies – termly action plans Use Vulnerable groups data analysis to inform room staff of children's Next Steps Discuss priorities from analysis with all staff. Use PECS cards for children who reluctant talkers. Continue to work with CDC for support and guidance.</p>
<p><b>Improve PSED skills</b></p>	<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. Use photos of children following rules in Nursery to reinforce appropriate behaviour.</p>	<p><b>Nursery PSED</b> 70 % of children in receipt of EYPP below average at Baseline At the end of Autumn 2 this was 46% <b>At the end of Spring 2 this was 47%</b> <b>Pre-School PSED</b> 89% of children in receipt of 2 year old funding are below average at Baseline</p>	<p>Use eSchools for communication during Pandemic and beyond. Support parents with behaviour at home Encourage independence by supporting toilet training and self help skills (See PD) Information sent home to all parents. Use circle times to talk about friendships and feelings.</p>

			At the end of Autumn 2 this was 86% <b>At the end of Spring 2 this was 86%</b>	
<b>Improve reading readiness</b>	Reading scores low for EYPP children on entry to Nursery (Pre-school focus is on Prime Areas)	Daily Letters and Sounds activities for all 3/4 year olds Daily story times using books with repetition. Focus tasks sharing books Books in all areas of CP	<b>Nursery Reading</b> 100% of children in receipt of EYPP are below average at Baseline. At the end of Autumn 2 this was 40% <b>At the end of Spring 2 this was 50% as children could not move into 30-50 months bracket</b>	5 a day stories when possible Props with stories to engage and motivate Stories to share outdoors and indoors Update choice of books with school reading coordinator – 30 a day. Post story of the week on eSchools - youtube
<b>Physical Development Improve gross and fine motor skills</b>	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. EYFS Learning Mentor contacted HV for support Daily dance Climbing, jumping etc outdoors	<b>Nursery PD</b> 70% of children in receipt of EYPP are below average at Baseline. At the end of Autumn 2 this was 45% <b>At end of Spring 2 this was 40%</b> <b>Pre-School</b> 88% in receipt of 2 year old funding are below average at Baseline.	Outdoor enhancements Continue to audit outdoor resources to provide challenge. Review of Toilet Training Plan Information sent to ALL parents across FS1 re toilet training ERIC resources signposted. Continue to work with parents via eSchools or phone call.

		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 Dough area to strengthen fingers. Balance bikes to increase balance.	At the end of Autumn 2 this was 83% <b>At the end of Spring 2 this was 83%</b> <b>Children not toilet training ready.</b>	
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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: 18.5.21**

**Completed by: M Lawrence**