

Early Years Pupil Premium (EYPP) Record for settings – 2022-23

Autumn term 1 2022 (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 24 Nursery 40			
Total number of two year olds currently receiving a free early education place	17 Pre-school: (10 pay fees) Some pay for all sessions, some extra sessions alongside funding.			
Total number of three and four year old funded children currently on roll	Pre-school 24 = 15 hours, 0 = 30 hours Nursery 28 = 15 hours, 12 = 30 hours			
Total number of three and four year old children currently claiming Early Years Pupil Premium	Pre-school 2 year old funded 16 Nursery 8 EYPP			
Total number of children in care currently receiving Early Years Pupil Premium funding	N/A			
Total number of children with SEND	Pre-school 0 Nursery 1			
Total amount of Early Years Pupil Premium funding claimed per term	Summer 2022	Autumn 2022	Spring 2023	Summer 2023
	£2758.12	£1625.40		
Total amount of Early Years Pupil Premium Funding spent per term	Summer 2019	Autumn 2020	Spring 2021	Summer 2021
	£	£	£	£

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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, Vulnerable groups documents</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 low especially Speaking</p>	<p>Learning Language and Loving action plan updated termly and agreed with all staff in EYFS meetings. Children monitored for SAL therapy referral. PECs cards used to help children communicate where needed.</p>	<p>Nursery CL: Speaking 100% of children in receipt of EYPP are below average at baseline for Speaking. Pre-School CL: Speaking 100% of children in receipt of EYPP are below average at Baseline for Speaking.</p>	<p>Use visual timetable. 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.</p>

		Development Matters used to track progress. Use Target Tracker and analysis. Training for all staff from Clair Roberts SALT		Clair Roberts to assess all Nursery children for Speech and Language Nov. 22
Improve PSED skills	Children's PSED on entry scores are low for all children in receipt of EYPP Pre-school children in receipt of 2 year old funding are all below ARE for PSED	Learning through routines - daily timetable, welcome time, circle times across FS1. Staff commenting in CP time using LLLi strategies Use photos of children following rules in Nursery to reinforce appropriate behaviour. Key worker system ensures relationships are secure.	Nursery PSED 75% of children in receipt of EYPP are below average at Baseline Pre-School PSED 100 % 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 to support parents with behaviour at home Encourage independence by supporting toilet training and self help skills. Share ERIC resources via eSchools
Improve reading and writing readiness	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	Nursery Reading and Writing 100% of children in receipt of EYPP are below average at Baseline for reading and 100% for writing	5 a day stories when possible Props with stories to engage and motivate Stories to share outdoors and indoors

		<p>Books in all areas of CP Talk 4 Writing story maps shared daily Books sent home with children</p>		<p>Observe children sharing books across FS1 Start name writing in Nursery asap Encourage name writing and correct grip at home via eSchools</p>
<p>Physical Development Improve gross and fine motor skills</p>	<p>Children do not always have access to the outdoors at home Transport to parks/beaches/woods is limited for some parents COVID prevented children from accessing outdoors</p>	<p>Healthy Movers programme 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 Dough area to strengthen fingers. Balance bikes to increase balance.</p>	<p>Nursery PD Gross Motor 25% Fine Motor 38% of children in receipt of EYPP are below average at Baseline. Pre-School 100% in receipt of 2 year old funding are below average at Baseline for gross and fine motor skills</p>	<p>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. Pre-school to start Healthy Movers programme</p>

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: 28.11.22

Completed by: M Lawrence