

Early Years Pupil Premium (EYPP) Record for settings 2020-2021 (Covid)

Name of school/setting claiming EYPP: The Oasis, Ludgvan Community Childcare Centre

Headteacher/owner/nominated person: Lorna Trudgeon (Manager) and Zoe Curnow (Chairperson)

Lead Early Years Practitioner: Hollie Empson and Briony Sedgeman

Contextual information: Oasis Childcare Centre is an Ofsted Outstanding Setting. It opened in 1996 and is situated in the grounds of Ludgvan C.P. School in a rural village close to Penzance. We have very close links with Ludgvan School and the local community. Many people choose to holiday in Cornwall making house prices high with many second homes in the area. The most deprived aspects of this area are the 'barriers to housing and services' and 'living environments'. The setting is also within walking distance of Ludgvan Community Centre and is within 100 yards of the main A30 route through Cornwall.

We are open all year round, closing for the Christmas period, two week annual summer closure and bank holidays; operating Mondays to Fridays, 8.00am to 6.00pm and catering for children from 3 months to 14 years of age. This enables us to provide full 'wraparound' care. All sessions offered are open to any child regardless of the school they attend or plan to attend. We are an equal opportunities nursery and additional needs are fully catered for.

Total number of children currently on roll in the EY setting	116 (3 months – 14 years) 91 (3 months – 4 Years)
Total number of two year olds currently receiving a free early education place	8
Total number of three and four year old funded children currently on roll	45
Total number of three and four year old children currently claiming Early Years Pupil Premium	4
Total number of children in care currently receiving Early Years Pupil Premium funding	0

Total number of children with SEND	3			
Total amount of Early Years Pupil Premium funding claimed per term	Summer 2020	Autumn 2020	Spring 2021	Summer 2021
	£667.80	£119.25	£318.00	£
Total amount of Early Years Pupil Premium Funding spent per term	Summer	Autumn	Spring	Summer
	£700.00	£800.00	£438.80	£

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

What we have tried/are trying to achieve?	What barriers did we try/are we trying to overcome?	How did we try/are we trying to remove these barriers?	How did this help/is this helping children to make good progress?	What actions need to be taken next in order to help children achieve well and become ready for school?
Pegs to Paper/ Literacy and Handwriting skills: Our aim is to develop the children's literacy/ handwriting skills. Through our Progress	We are using different strategies to ensure that handwriting opportunities are fun and stimulating and tailored to the child's	Through our progress matters monitoring tool, we have identified that the majority of the children are slightly below average in more	Pegs to paper is a construction-based activity that improves children's motor skills and in time their handwriting. It	Continue to provide daily 1:1 opportunities for EYPP children and their peers to engage with Pegs to Paper activities tailored to their age and

<p>Matters Monitoring Tool, we have identified that the majority of the children are slightly below average in more than one area of their learning and development. Literacy and handwriting skills present as a common theme.</p>	<p>individual age and stage of development.</p>	<p>than one area of their learning and development. Literacy and handwriting skills present as a common theme, therefore, we have implemented a learning boost by providing additional 1:1 daily support every morning and afternoon for staff to support EYPP children and their peers to develop their literacy and handwriting skills. We are using pegs to paper which is specifically designed to improve children's motor skills in a fun and engaging manner.</p>	<p>facilitates cognitive development through physical activity using concrete experience within a child's environment. Children use the peg boards, pegs and threading activities to follow patterns, which are specifically designed to develop their tripod grip. When they are ready, they move onto handwriting tools. The handwriting activities are accompanied by letters and sounds resources.</p>	<p>stage of development to promote their literacy and handwriting skills.</p> <p>Provide daily opportunities for children to follow and recognise patterns, develop their fine motor skills, support their tripod grip, develop their letters and sounds, and recognise their name.</p>
<p>Aim – what are we going to try to achieve?</p>	<p>Actions to be taken:</p>	<p>By whom?</p>	<p>By when?</p>	<p>How will we know this has been successfully completed?</p>

Our aim is to support the children to develop their literacy and handwriting skills and to meet their developmental milestones.	Staff to continue to support the children 1:1, morning and afternoon sessions, on a daily basis for the remainder of this academic year. This will give the children the opportunity to develop to their full potential and promote school readiness.	Pre-School staff and monitored by management.	Ongoing - end of academic year	The children will be independent and confident with: <ul style="list-style-type: none"> • Following and recognising patterns. • Enhanced fine motor skills. • Recognising their dominant hand and holding writing tools comfortably and correctly. • Recognising letters and sounds. • Recognising their name.
What we have tried/are trying to achieve?	What barriers did we try/are we trying to overcome?	How did we try/are we trying to remove these barriers?	How did this help/is this helping children to make good progress?	What actions need to be taken next in order to help children achieve well and become ready for school?
Forest School Sessions: We aim to promote outdoor learning through forest school sessions to enable the children to develop the necessary skills and knowledge to	During the Covid-19 pandemic, we are working alongside the government guidelines/safety measures of promoting outdoor play and	Oasis was delighted to work in partnership with Ludgvan School to develop an onsite Forest School area. The grounds have been designed and landscaped	Developing individual children's Personal, Social and Emotional Development and Communication and Language development by supporting children's	Continue to work in partnership with onsite school (Reception Class Teacher) following Covid social distancing measures to participate in Forest School

<p>prepare them for life.</p> <p>Forest school uses the great outdoors as its classroom and nature as its store cupboard. Children are encouraged to explore, observe and question the natural environment around them, increasing their independence, and connection with the environment.</p> <p>Natural play encourages problem solving and discovery, child led learning at its best.</p> <p>Through small achievable activities, children have the opportunity to succeed, developing confidence, motivation and self - esteem.</p> <p>Forest school encourages children to take responsibility for themselves and others, to understand risk and</p>	<p>continue to provide the children with opportunities to develop life skills and to promote children's social and emotional development and emotional well-being during this difficult time.</p>	<p>to create a magical range of stimulating areas including a herb garden, fort area, wildlife garden, mud pie kitchen and campfire cooking; hobbit houses and little gnome homes; fairy grottos, tree den and garden glades.</p> <p>Ensuring plenty of natural shelter and shade, this area will be open to the community as an outdoor facility for community based outdoor learning workshops, nurture groups and activities outside when Covid safety measures permit.</p> <p>This project provided staff with a fundamental focus during the COVID-19 lock down and was instrumental in positively supporting staff's well-being and mental health.</p> <p>The Forest School</p>	<p>concentration, taking part, attainment, focus, making choices, turn taking, sharing, following instructions expressing themselves and listening etc.</p> <p>Expanding on parent engagement by giving forest school overviews during collection and providing the parents with photographic and written information about the children's learning outcome during each forest school session.</p> <p>Further develop staff confidence with expressing their creative practice, promoting characteristics of effective learning and encouraging outdoor learning in all weathers.</p>	<p>sessions as part of the transition process. This will enable the children to build a relationship and develop confidence with the Reception Class Teacher before starting school.</p> <p>The Forest School sessions will support the children's increasing independence, connection with the outdoor environment, develop problem solving and discovery, and provide opportunities for child-led learning which will enable them to succeed. The sessions will also develop children's confidence and motivate self-esteem, encourage opportunities to take responsibility for themselves and others, provide opportunities to</p>
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<p>how to make appropriate choices. They will learn to work with others, develop social and emotional skills and resilience.</p> <p>We are committed to recognising the individuality of every child and giving every child the opportunity to enjoy the benefits of outdoor learning. We will actively work to support children in meeting their full potential, irrespective of age, ability, gender, race, disability or background.</p>		<p>Leader continues to work with staff on a weekly basis to develop their knowledge and understanding of the importance of outdoor play. Each session focuses on a particular theme, building on the interests expressed by the children. The sessions provide a wide range of learning opportunities focused around Personal, Social and Emotional Development and Communication and Language skills, Life Skills and Physical Development.</p> <p>We are removing barriers by following government guidelines and safety measures to ensure that staff and children are as safe as possible during the</p>	<p>Staff are also being supported by the Forest School Leader to plan and lead Forest School sessions on a weekly basis.</p>	<p>undertake challenging risks, encourage them to make appropriate choices, learn to work with others and develop social and emotional skills and resilience.</p>
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		<p>Forest School sessions. Please see:</p> <ul style="list-style-type: none"> • Forest School Covid Risk Assessment • Settings Covid Risk Assessment • Settings Covid Operational Plan • Settings Covid Visitors Procedures • Forest School Policy • Forest School Risk Assessments 		
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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?
A Forest School Leader to lead weekly workshops.	Meet with Forest School Leader to clarify dates, areas of need and interest. Discuss risk assessments and Covid procedures.	Manager/EYPP Lead	Ongoing	Weekly forest school sessions are implemented and all eligible EYPP children are attending.
Staff members to gain the confidence to work alongside the Forest School Leader and lead small group activities and	Arrange a staff Forest School session to support staff moral and teamwork. This will support and encourage	Manager Forest School Leader Staff Members	On-going throughout the year	Staff members are confident to work alongside the Forest School Leader and lead small group activities and

<p>sessions.</p> <p>Committee members to gain an understanding of the importance of Forest School Sessions, especially during this difficult time.</p> <p>Oasis to plan a staff/committee Forest School workshop when Covid restrictions are lifted.</p>	<p>individual staff members to express their own ideas and thoughts.</p> <p>Provide the staff with opportunities to gain confidence and develop strengths and weaknesses during the sessions.</p> <p>Identify and organise further training to meet the individual needs and interests of the staff and network with other professionals.</p> <p>Monitor and reflect on practice and outcomes on a weekly basis with the Forest School Leader and other staff members to identify interests and needs of both staff and children. Plan next steps from the information collated.</p>			<p>sessions.</p> <p>Staff members continue to have opportunities to attend a range of training to develop their skills and support better outcomes for children and their families.</p>
<p>Monitor EYPP funding.</p>	<p>Work alongside the settings administrator to monitor the EYPP budget</p>	<p>Finance Committee</p>	<p>Termly</p>	<p>Finance Committee to set a Forest School budget and monitor</p>

	and identify funds to purchase resources.			impact on settings finances. Oasis Childcare Centre to fund any remaining costs to cover the shortfall. Resources have been purchased.
Further engage parents when Covid restrictions have been lifted.	<p>Liaise with parents to gather their thoughts and ideas about the EYPP funding and how this money could be used to support their child.</p> <p>Organise family Forest School sessions to develop parent's confidence and therefore enhance family learning.</p> <p>Keep parents regularly informed about the Forest School sessions and how they are impacting upon the children's learning by regular discussions during drop off and</p>	<p>Room Supervisors</p> <p>Staff team</p> <p>Forest School Leader</p> <p>Parent Committee</p> <p>Members</p>	On-going throughout the year	Parent, child, staff and Forest School Leader feedback.

	collections, via the monthly newsletters, parents notice board, learning opportunities board, diaries and parent consultations.			
Ensure that all 3 and 4 year funded children who are eligible for EYPP attend the Forest School sessions each week.	At the start of each new term clarify with Forest School Leader the weekly dates for sessions. Administrator to liaise with parents and send a letter home to the parents/carers of those children eligible for EYPP, inviting their child to attend all Forest School Sessions.	Manager/Admin	Termly	All children who are eligible for EYPP will attend the Forest School sessions each week. Eligible children will have weekly opportunities to express their thoughts and ideas during weekly sessions. This will enable them to engage in deep level learning and develop skills for life that support long term attainment.

Date of completion of this record: September 2020

Completed by: Lorna Trudgeon