

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

**September 2019 – August 2020**

**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**

**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.

<b>Total number of children currently on roll in the EY setting</b>	<b>171 (3months – 14 years) 106 (3months – 4 years)</b>
<b>Total number of two year olds currently receiving a free early education place</b>	<b>4</b>
<b>Total number of three and four year old funded children currently on roll</b>	<b>48</b>
<b>Total number of three and four year old children currently claiming Early Years Pupil Premium</b>	<b>5</b>

<b>Total number of children in care currently receiving Early Years Pupil Premium funding</b>	<b>0</b>			
<b>Total number of children with SEND</b>	<b>0</b>			
<b>Total amount of Early Years Pupil Premium funding claimed per term</b>	<b>Summer 2019</b>	<b>Autumn 2019</b>	<b>Spring 2020</b>	<b>Summer 2020</b>
	<b>£652.96</b>	<b>£556.50</b>	<b>£</b>	<b>£</b>
<b>Total amount of Early Years Pupil Premium Funding spent per term (cost of MADE)</b>	<b>Summer 2019</b>	<b>Autumn 2019</b>	<b>Spring 2020</b>	<b>Summer 2020</b>
	<b>£1925</b>	<b>£525.00</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?</b>	<b>What barriers did we try/are we trying to overcome?</b>	<b>How did we try/are we trying to remove these barriers?</b>	<b>How did this help/is this helping children to make good progress?</b>	<b>What actions need to be taken next in order to help children achieve well and become ready for school?</b>
Every young child has the potential for great creative and artistic expression. Every early years setting	Developing individual children’s Personal, Social and Emotional Development and Communication and	Improving creative learning opportunities.  Purchasing additional resources.	Hollie Empson is the MADE Lead for the setting. She continues to work with the team from MADE and staff	Autumn Term 2019: We have 5 children who are eligible for receiving EYPP funding. Letters have

<p>should be a creative and inspiring environment for young children to 'play and learn' in. With this in mind the Oasis is using the EYPP to fund fortnightly opportunities for eligible three and four year olds to express their thoughts and ideas through music, dance and drama.</p> <p>The Oasis centre also provides additional funding alongside the EYPP funding to deliver creative activities for all children. Through observation and assessment, we are able to identify the impact that these fortnightly workshops</p>	<p>Language development by supporting children's concentration, taking part, attainment, focus, making choices, turn taking, sharing, following instructions expressing themselves and listening etc.</p> <p>Expanding on parent engagement.</p> <p>Expanding on child, parent/carers and practitioners learning together.</p> <p>Further develop staff confidence with expressing their creative practice, characteristics and plan and lead workshops. Provide an additional arts day per</p>	<p>Additional staff hours to support the needs of individual children.</p> <p>Keep parents regularly informed about the arts sessions and how they are impacting upon the children's learning via the monthly newsletters, parents notice board, daily discussions, learning opportunities board, diaries and parent consultations.</p> <p>We will plan a staff and committee workshop evening with MADE in the autumn term, which will provide a fantastic opportunity to support</p>	<p>on a fortnightly basis to monitor and reflect on practice and outcomes, and to identify the interests and needs of both staff and children. Kirra Rann and the MADE team use this information to plan next steps and future workshops. Please see EYPP Evidence File.</p> <p>The staff work closely with the arts workers to implement fortnightly workshops and to support the children's learning and development, particularly their Personal, Social and Emotional Development, Communication and</p>	<p>been sent home to the parents/carers of the eligible children, inviting them to attend each of the fortnightly MADE workshops.</p>
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<p>have on individual children's development and learning outcomes.</p> <p><b>What are we trying to achieve:</b></p> <p>Audit and review our provision for the arts.</p> <p>Plan next steps to improve outcomes for children across the 7 areas of the EYFS with a specific focus on PSED and CL.</p> <p>Develop skills for life to support long term attainment.</p> <p>Use the EYPP funding for another year to support deep level learning.</p> <p>Engage parents in their children's</p>	<p>week to allow staff the opportunity to plan and lead their own workshops.</p>	<p>staff moral and team work.</p> <p>Staff will also have additional training opportunities via the Early Years Training Directory and the Nursery World Show in London/Manchester.</p>	<p>Language and Creative Development.</p> <p>Both the indoor and outdoor environments are considered and used when planning and implementing fortnightly music and dance workshops.</p> <p>Fortnightly workshop themes will be developed from the interests expressed by individual children.</p> <p>Each fortnight the children are observed by the staff and the different workshops are documented using photographs and written observations. This enables staff to identify the individual</p>	
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<p>learning, supporting their confidence and help them to provide and extend upon opportunities and learning outcomes in the home environment.</p> <p>Build on our understanding of the arts and creativity.</p> <p>Celebrate what is already being achieved.</p> <p><b>How are we going to achieve this:</b></p> <p>Discuss the idea of 'creativity' in our setting, and establish a shared understanding of what it means.</p> <p>Manager and all staff members will work with professional arts workers to implement:</p>			<p>interests and needs of children in each of the learning rooms when planning next steps and future workshops. It also enables staff to evidence the progress made by staff and children throughout the duration of this project.</p> <p>Staff continue to plan weekly opportunities for music and dance throughout the daily sessions, such as parachute games outside, learning new songs at circle times, group stories/games and exploring musical instruments. Staff observe the individual needs and interests of</p>	
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<p>-fortnightly <math>\frac{1}{2}</math> day creative workshops at the Oasis.</p> <p>-family creative workshops</p> <p>-Training events for the staff, Committee, community helpers and volunteers.</p> <p>-Fortnightly opportunities for staff to plan, assess and review practice with the arts workers.</p> <p>We will ensure that all children, including those with disabilities, are given opportunities to develop their creativity.</p> <p>Adults will support children in developing their own ideas in arts activities.</p>			<p>the children and take these into consideration when planning next steps. We have purchased a variety of songs and sound effects that can be played through the IPod and PA System.</p> <p>Parents are regularly informed about the fortnightly MADE workshops via daily discussions, monthly newsletters, the learning opportunities board and their children's diaries.</p>	
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<p>Children will be given time to develop their creative ideas.</p> <p>We believe that the process in arts activities are important, therefore we will focus on the process in arts as well as the end product.</p> <p>We will ensure that our setting has a range of multi-sensory stimuli.</p> <p>Our outdoor area is used as resourcefully as our indoor area.</p> <p>All resources accessed by children are clearly labelled/stored in clear plastic boxes and within reach.</p>				
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<p>Observation of the children informs our planning and use of the space and sensory environment.</p> <p>We will refresh materials and activities for the arts regularly and respond to children's interests.</p> <p>We have books and other visual aids in relevant activity areas, not just in the book corner.</p> <p>All staff and adults expect children to have time to choose freely which areas they want to visit.</p> <p>We will provide children with</p>				
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<p>opportunities to celebrate and share their creativity.</p> <p>We will involve parents and carers as partners in valuing their thoughts and ideas to support and develop their child's creativity.</p> <p>We will encourage parents and carers to develop creative and arts skills to share with their children.</p> <p>We will plan displays carefully, to encourage interaction and enjoyment.</p> <p>We will document and show all the art forms children take part in.</p>				
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<p>Please see EYPP Evidence File.</p> <p>We will change displays regularly. If we don't have space, we will think of other ways of sharing children's creative work.</p> <p>Artists and other creative adults will visit our setting regularly.</p> <p>We will discuss how artists and other creative adults could have an impact on our children's creative learning at our regular staff meetings.</p> <p>We will discuss how artists and other</p>				
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<p>creative adults could increase our staff, confidence and expertise.</p> <p>We are aware of contacts and networks who can advise and support us.</p> <p>We are aware of artists we can invite to visit our setting.</p> <p>We are aware of other creative adults within our community.</p> <p>We always ensure police checks (DBS) are carried out on artists and creative adults who work with children at our setting.</p>				
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<p>We will access local arts centres and other external settings. We regularly liaise with Pat and Chris to arrange a visit to the Acorn Theatre in Penzance or the Minack Theatre in Porthcurno.</p> <p>We ensure our families are aware of the benefits of working with artists and other adults.</p> <p>We have a supportive environment, where everyone is encouraged to learn more about creativity and the arts.</p> <p>We encourage experimentation with</p>				
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<p>new ideas and materials.</p> <p>We are aware of our training needs in creativity and the arts.</p> <p>We are aware of our staff skills and knowledge in the arts.</p> <p>We seek training and development opportunities in all the art forms.</p> <p>When artists or other creative adults visit our setting, we make sure that training and development is cascaded.</p> <p>All staff working with the children take on the important responsibility of</p>				
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<p>nurturing their creativity and artistic expression.</p> <p>Children, staff and parents are engaged in ongoing creative and artistic learning journeys, which need thoughtful and creative interventions and professional development.</p> <p>Inspiring professional artists will play an integral part in the creative and artistic development of both children, parents and staff who attend the setting.</p>				
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**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?
An arts worker to lead fortnightly workshops.	Meet with arts workers to clarify dates, areas of need and interest.	Manager/EYPP Lead	Ongoing	Fortnightly workshops are implemented and all eligible EYPP children are attending.
<p>Staff members to gain the confidence to work alongside the arts workers and lead small group activities and workshops.</p> <p>Committee members to gain an idea of 'creativity' in our setting and establish a shared understanding of what it means.</p> <p>Committee members to build stronger links with staff team.</p>	<p>Arrange a staff workshop to support staff moral and team work. This will support and encourage 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 workshops.</p> <p>Identify and organise further training to meet the individual</p>	<p>Manager Arts Workers Staff Members</p>	<p>Oasis to continue to host our annual staff and committee workshop.</p> <p>On-going throughout the year</p>	<p>Staff members are confident to work alongside the arts workers and lead small group activities and workshops.</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>needs and interests of the staff and network with other professionals.</p> <p>Monitor and reflect on practice and outcomes on a fortnightly basis with the arts workers and other staff members to identify interests and needs of both staff and children. Plan next steps from the information collated.</p>			
Monitor EYPP funding.	Work alongside the settings finance team to monitor the EYPP budget and identify funds to purchase resources.	Finance Committee	Termly	Finance Committee set a budget and monitor impact on settings finances. Oasis Childcare Centre to fund any remaining costs to cover the shortfall. Resources are purchased.



Engage parents	<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 creative workshops at the setting or local venues to develop parent's confidence and therefore enhance family learning.</p> <p>Keep parents regularly informed about the arts sessions and how they are impacting upon the children's learning via the monthly newsletters, parents notice board, daily discussions, learning opportunities</p>	<p>Room Supervisors</p> <p>Staff team</p> <p>Arts Workers</p> <p>Parent Committee</p> <p>Members</p>	On-going throughout the year	
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	board, diaries and parent consultations.			
Ensure that all 3 and 4 year funded children who are eligible for EYPP attend the MADE workshops each week.	At the start of each new term clarify with MADE the weekly dates for workshops. Send a letter home to the parents/carers of those children eligible for EYPP, inviting their child to attend all MADE workshops.	Manager/Admin	Termly	All children who are eligible for EYPP will attend the MADE workshops each week. Eligible children will have weekly opportunities to express their thoughts and ideas through music, dance and drama. This will enable them to engage in deep level learning and develop skills for life that support long term attainment.

**Please see EYPP Evidence File**

**Date of completion of this record: September 2019**

**Completed by: Lorna Trudgeon (Manager) and Hollie Empson (EYPP Lead)**