Early Years Pupil Premium (EYPP) Record for settings -

September 2021 – August 2022

Name of school/setting claiming EYPP: Marazion Oasis Childcare Centre

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

Lead Early Years Practitioner: Briony Sedgeman

Contextual information: Marazion Oasis Childcare is situated in the grounds of Marazion School in a rural village close to Penzance. We have very close links with Marazion 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 Marazion Community Centre.

We are open term-time only, closing for the school holidays 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	**70 (3months – 14 years) 46 (3months – 4 years)**
Total number of two year olds currently receiving a free early education place	**7**
Total number of three and four year old funded children currently on roll	**23**
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	**0**			
Total amount of Early Years Pupil Premium funding claimed per term	**Summer 2021**	**Autumn 2021**	**Spring 2022**	**Summer 2022**
	£111.30	**445.20**	**318.00**	
Total amount of Early Years Pupil Premium Funding spent per term	**Summer 2021**	**Autumn 2021**	**Spring 2022**	**Summer 2022**
	£438.80 – pegs to paper	**551.30**	**375.00**	

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?
Music and Dance: Every young child has the potential for great creative and artistic expression. Every early years setting should be a	Children's confidence in new situations and working with other professionals. Children's ability to maintain focus and	Improving creative learning opportunities through storytelling and role-play where children are encouraged to share their ideas. Adults use positive role-modelling and sensitive questioning to encourage children to gain confidence in sharing and elaborating on their ideas	In the past, a wide range of training, bonding activities and additional arts days have developed the staff's confidence with	Briony Sedgeman is the EYPP Lead for the setting. She will continue to work with the professionals from MADE and staff on

creative and inspiring environment for young children to 'play and learn' in. Development Matters states that: 'The development of children's artistic and cultural awareness supports their imagination and creativity, therefore it is important that children have regular opportunities to engage with the arts'. 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.	concentration, confidence to take part in group activities, confidence to make choices, understanding how to take turns and share, ability to listen to others and follow instructions, confidence to express themselves, etc. Staff may lack confidence to openly express themselves through music and dance. Lack of staff training in music and dance activities. Parents may lack the confidence and opportunities to express themselves	and become comfortable with using a rich range of vocabulary and language structures. Promoting back and forth interactions during music, dance and drama activities and providing opportunities for quality conversations based on the children's interests and actions. Adults comment on what children are interested in and what they are doing, echo back what they say and add new vocabulary to effectively increase children's language. Promoting strong, warm and supportive relationships that enable children to learn how to understand their own feelings and those of others. Creating an environment where all children feel supported to build confidence in their own abilities, develop a positive sense of self, set themselves simple goals, persist and wait for what they want and direct their attention to activities/tasks as necessary. The staff work closely with the arts workers to implement fortnightly	expressing their creative practice, characteristics and ability to plan and lead workshops. This has had a positive impact upon individual children's learning and development. This has enabled a well in-tuned and confident staff member to develop individual children's Personal, Social and Emotional Development and Communication and Language development by supporting children's: • concentration, • taking part, • attainment, • focus, • making choices, • turn taking, • sharing,	a fortnightly basis to monitor and reflect on practice and outcomes, and to identify the interests and needs of both staff and children. Briony Sedgeman and the MADE team use this information to plan next steps and future workshops. Please see EYPP Evidence File. Spring Term 2022: We have 4 children who are eligible for receiving EYPP funding. Letters will be sent home to the parents/carers of eligible children, inviting them to attend each of the

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 have on individual children's development and learning outcomes. **What are we trying to achieve:** We want children to become comfortable using a language rich vocabulary and language rich structures. Therefore, we promote quality back-and-forth	through music and dance. Socially isolated parents may lack confidence at joining in with group activities/events. Parent's lack of confidence may impact on the child's confidence and limit their opportunities to attend music and dance sessions.	workshops and to support the children's learning and development, particularly their Personal, Social and Emotional Development, Communication and Language and Creative Development. Planning next steps to improve outcomes for children across the 7 areas of the EYFS with a specific focus on PSED and CL. Purchasing additional resources. Additional staff hours to support the needs of individual children. Keeping 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. Plan a staff and committee workshop evening with MADE (when Covid guidance and restrictions allow), which	• following instructions, • expressing themselves, • listening, etc. Strong bonds, attachments and relationships have enabled the staff to support and expand on parent engagement. This has also enabled staff and parents to confidently work in partnership to support the children and learn together.	fortnightly MADE workshops. 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.

interactions between adults and children, introduce new words in a range of contexts, comment on children's interests and actions, engage in quality conversations, actively engage children in stories, rhymes and poems, and embed new words in a range of contexts. Through supported interactions with others, we aim to support all children to learn how to make good friendships, cooperate with others and resolve conflicts peacefully. These attributes provide children with a secure platform		will provide a fantastic opportunity to support staff moral and teamwork. Training events for staff, who will also have additional training opportunities via the Early Years Training Directory and the Nursery World Show in London/Manchester. Both the indoor and outdoor environments are considered and used when planning and implementing fortnightly music and dance workshops. Fortnightly workshop themes will be developed from the interests expressed by individual children. Each fortnight the children are observed by art professionals and staff to identify the individual interests and needs of children in each of the learning rooms when planning next steps and future workshops. The different workshops are documented using photographs and written observations. Staff continue to plan weekly opportunities for music and dance		

from which they can achieve at school and in later life, therefore promoting our Ethos of 'Developing skills for life to support long term attainment'. Use the EYPP funding for another year to support deep level learning. Engage parents in their children's learning, supporting their confidence and help them to provide and extend upon opportunities and learning outcomes in the home environment. Build on our understanding of the arts and creativity.		throughout the daily sessions, such as story sacks, flying carpet activities, dance sessions with Kate Sims (Dance Teacher), learning new songs at circle times, group stories/games and exploring musical instruments. Staff observe the individual needs and interests of the children and take these into consideration when planning next steps. Ensure that all children, including those with disabilities, are given opportunities to develop their creativity. Involve parents and carers as partners in valuing their thoughts and ideas to support and develop their child's creativity. Document and show all the art forms children take part in. Please see EYPP Evidence File. Ensure police checks (DBS) are carried out on artists and creative adults who work with children at our setting.		

Celebrate what is already being achieved.		Aware of our training needs in creativity and the arts. Aware of our staff skills and knowledge in the arts. When artists or other creative adults visit our setting, we make sure that training and development is cascaded. All staff working with the children take on the important responsibility of nurturing their creativity and artistic expression. Children, staff and parents are engaged in ongoing creative and artistic learning journeys, which need thoughtful and creative interventions and professional development. Inspiring professional artists will play an integral part in the creative and artistic development of both children, parents and staff who attend the setting.		
Pegs to Paper/ Literacy and Handwriting skills:	We are using different strategies to ensure that	Through previous assessment and monitoring, we have identified that some of the children are slightly below	Pegs to paper is a construction-based activity that	Continue to provide daily 1:1 opportunities for

Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Our aim is to develop the children's literacy/ handwriting skills. Through previous assessment and monitoring, we identified that some of the children in the pre-school are slightly below average in literacy and handwriting skills.	handwriting opportunities are fun and stimulating and tailored to the child's individual age and stage of development.	average in literacy and handwriting skills. 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.	improves children's motor skills and in time their handwriting. It 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.	EYPP children and their peers to engage with Pegs to Paper activities tailored to their age and stage of development to promote their literacy and handwriting skills. 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.
Forest School/ Outdoor Learning:	Following on from the Covid-19 pandemic, we are	Oasis was delighted to work in partnership with Marazion School to develop an onsite Forest School area.	Developing individual children's Personal, Social and Emotional	The Forest School sessions will support the children's

We aim to promote outdoor learning through forest school sessions to enable the children to develop the necessary skills and knowledge to prepare them for life. We want all children to pursue happy, healthy and active lifestyles, as this is fundamental to their cognitive development. 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	continuing to work alongside the government guidelines/safety measures of promoting outdoor play. We are continuing to provide the children with opportunities to develop life skills and to promote children's social and emotional development and emotional well-being following on from this difficult time.	The grounds have been designed and landscaped to create a magical range of stimulating areas including a herb garden, wildlife garden, and campfire cooking; hobbit houses and little gnome homes; fairy grottos, tree den and garden glades. 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. 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. The Forest School 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	Development and Communication and Language development by supporting children's concentration, taking part, attainment, focus, making choices, turn taking, sharing, following instructions expressing themselves and listening etc. 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.	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 undertake challenging risks, encourage them to make appropriate choices, learn to

them, increasing their independence, and connection with the environment. Natural play encourages problem solving and discovery, child led learning at its best. Through small achievable activities, children have the opportunity to succeed, developing confidence, motivation and self – esteem. Forest school encourages children to take responsibility for themselves and others, to understand risk and how to make appropriate choices. They will learn to work with others, develop social and		Language skills, Life Skills and Physical Development. Providing opportunities for a wide range of physical exploration that enables children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.	Further develop staff confidence with expressing their creative practice, promoting characteristics of effective learning and encouraging outdoor learning in all weathers. Staff are also being supported by the Forest School Leader to plan and lead Forest School sessions on a weekly basis.	work with others and develop social and emotional skills and resilience. Continue to work in partnership with onsite school (Reception Class Teacher) to participate in Forest School sessions as part of the transition process during the summer term. This will enable the children to build a relationship and develop confidence with the Reception Class Teacher before starting school.

emotional skills and resilience. 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.				

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?**
Monitor EYPP funding.	Work alongside the settings administrator to monitor the EYPP budget and identify	Finance Committee	Termly	Finance Committee to set a budget and monitor impact on settings finances. Oasis Childcare

	funds to purchase resources.			Centre to fund any remaining costs to cover the shortfall. Resources have been purchased.
Further engage parents when Covid restrictions have been lifted.	Liaise with parents to gather their thoughts and ideas about the EYPP funding and how this money could be used to support their child.	Room Supervisors Staff team Forest School Leader MADE Parent Committee Members	On-going throughout the year	Parent, child, staff and professional (MADE, Forest School Leader) feedback.
Music and Dance: An arts worker to lead fortnightly workshops. Staff members to gain the confidence to work alongside the arts workers and lead small group activities and workshops. Committee members to gain an idea of 'creativity' in our setting and establish a shared understanding of what it means. Committee members to build	Meet with arts workers to clarify dates, areas of need and interest. Arrange a staff workshop to support staff moral and teamwork. This will support and encourage individual staff members to express their own ideas and thoughts. Provide the staff with opportunities to gain confidence and develop strengths and	Manager EYPP Lead Arts Workers Staff Members Committee Members	On-going throughout the year	Fortnightly workshops are implemented and all eligible EYPP children are attending. Staff members are confident to work alongside the arts workers and lead small group activities and workshops. Staff members continue to have opportunities to attend a range of training to develop their skills and support better

stronger links with staff team.	weaknesses during workshops. Identify and organise further training to meet the individual needs and interests of the staff and network with other professionals. 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. Oasis to continue to host our annual staff and committee workshop.			outcomes for children and their families.
Pegs to Paper/ Literacy and Handwriting skills: Our aim is to support the children to develop confidence in their literacy and handwriting	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	Pre-School staff and monitored by management.	Ongoing – end of academic year	The children will be independent and confident with: • Following and recognising patterns.

skills and to meet their developmental milestones.	will give the children the opportunity to develop to their full potential and promote school readiness.			• Enhanced fine motor skills. • Recognising their dominant hand and holding writing tools comfortably and correctly. • Recognising letters and sounds. • Recognising their name.
Forest School/ Outdoor Learning: Forest School Leader to lead weekly workshops. Staff members to gain the confidence to work alongside the Forest School Leader and lead small group activities and sessions. Committee members to gain an understanding of the importance of Forest School Sessions.	Meet with Forest School Leader to clarify dates, areas of need and interest. Discuss risk assessments and Covid procedures. Arrange a staff Forest School session to support staff moral and teamwork. This will support and encourage individual staff members to express their own ideas and thoughts. Provide the staff with opportunities to gain	Manager/EYPP Lead Manager Forest School Leader Staff Members	On-going throughout the year	Weekly forest school sessions are implemented and all eligible EYPP children are attending. Staff members are confident to work alongside the Forest School Leader and lead small group activities and sessions. Staff members continue to have opportunities to attend a range of training to develop their skills and support better

Oasis to plan a staff/committee Forest School workshop.	confidence and develop strengths and weaknesses during the sessions. Identify and organise further training to meet the individual needs and interests of the staff and network with other professionals. 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.			outcomes for children and their families.

Please see EYPP Evidence File

Date of completion of this record: September 2021

Completed by: Lorna Trudgeon (Manager) and Briony Sedgeman (EYPP Lead)