

## **Early Years Pupil Premium (EYPP) Record for settings - September 2023 – August 2024**

**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 Centre is an Ofsted Outstanding Setting. It opened in 2018 and 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.

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| <b>Total number of children currently on roll in the EY setting</b>                                  | <b>47 (3months – 14 years)</b>             | <b>36 (3months – 4 years)</b> |
| <b>Total number of two year olds currently receiving a free early education place</b>                | <b>5</b>                                   |                               |
| <b>Total number of three and four year old funded children currently on roll</b>                     | <b>11</b>                                  |                               |
| <b>Total number of three and four year old children currently claiming Early Years Pupil Premium</b> | <b>(Final numbers for Autumn Term TBC)</b> |                               |

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| <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 2023</b> | <b>Autumn 2023</b> | <b>Spring 2024</b> | <b>Summer 2024</b> |
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| <b>Total amount of Early Years Pupil Premium Funding spent per term</b>                       | <b>Summer 2023</b> | <b>Autumn 2023</b> | <b>Spring 2024</b> | <b>Summer 2024</b> |
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**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>                                 |
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| <b>Music and Dance:</b><br>Every young child has the potential for great creative and artistic expression. Every early year’s setting should be a creative and | Children's confidence in new situations and working with other professionals.<br><br>Children's ability to maintain focus and concentration, | 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 and become comfortable with using a | In the past, a wide range of training, bonding activities and additional arts days have developed the staff's confidence with expressing their | Briony Sedgeman is the EYPP Lead for the setting. She will continue to work with the professionals from MADE and staff on a fortnightly basis |

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| <p>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.</p> | <p>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.</p> <p>Staff may lack confidence to openly express themselves through music and dance.</p> <p>Lack of staff training in music and dance activities.</p> <p>Parents may lack the confidence and opportunities to express themselves</p> | <p>rich range of vocabulary and language structures.</p> <p>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.</p> <p>Promoting strong, warm and supportive relationships that enable children to learn how to understand their own feelings and those of others.</p> <p>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.</p> <p>The staff work closely with the arts workers to implement fortnightly workshops and to support the children's</p> | <p>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-tuned and confident staff member to develop individual children's Personal, Social and Emotional Development and Communication and Language development by supporting children's:</p> <ul style="list-style-type: none"> <li>• concentration,</li> <li>• taking part,</li> <li>• attainment,</li> <li>• focus,</li> <li>• making choices,</li> <li>• turn taking,</li> <li>• sharing,</li> <li>• following instructions,</li> </ul> | <p>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.</p> <p>Autumn Term 2022: We have (TBC) 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</p> |
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| <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 have on individual children's development and learning outcomes.</p> <p><b>What are we trying to achieve:</b></p> <p>We want children to become comfortable using a language rich vocabulary and language rich structures. Therefore, we promote quality back-and-forth</p> | <p>through music and dance.</p> <p>Socially isolated parents may lack confidence at joining in with group activities/events.</p> <p>Parent's lack of confidence may impact on the child's confidence and limit their opportunities to attend music and dance sessions.</p> | <p>learning and development, particularly their Personal, Social and Emotional Development, Communication and Language and Creative Development.</p> <p>Planning next steps to improve outcomes for children across the 7 areas of the EYFS with a specific focus on PSED and CL.</p> <p>Purchasing additional resources.</p> <p>Additional staff hours to support the needs of individual children.</p> <p>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.</p> <p>Plan a staff and committee workshop evening with MADE, which will provide a fantastic opportunity to support staff moral and teamwork.</p> | <ul style="list-style-type: none"> <li>• expressing themselves,</li> <li>• listening, etc.</li> </ul> <p>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.</p> | <p>fortnightly MADE workshops.</p> <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> |
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| <p>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.</p> <p>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</p> |  | <p>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.</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 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.</p> <p>Staff continue to plan weekly opportunities for music and dance throughout the daily sessions, such as story sacks, flying carpet activities, learning new songs at circle times, group</p> |  |  |
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| <p>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'.</p> <p>Use the EYPP funding for another year to support deep level learning.</p> <p>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.</p> <p>Build on our understanding of the arts and creativity.</p> |  | <p>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.</p> <p>Ensure that all children, including those with disabilities, are given opportunities to develop their creativity.</p> <p>Involve parents and carers as partners in valuing their thoughts and ideas to support and develop their child's creativity.</p> <p>Document and show all the art forms children take part in. Please see EYPP Evidence File.</p> <p>Ensure police checks (DBS) are carried out on artists and creative adults who work with children at our setting.</p> <p>Aware of our training needs in creativity and the arts.</p> <p>Aware of our staff skills and knowledge in the arts.</p> |  |  |
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| <p>Celebrate what is already being achieved.</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 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> |   |   |
| <p><b>Pegs to Paper/ Literacy and Handwriting skills:</b><br/>Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Our aim is</p> | <p>We are using different strategies to ensure that handwriting opportunities are fun and stimulating and tailored to the child's individual age</p> | <p>Through previous assessment and monitoring, we have identified that some of the children are slightly below 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</p>   | <p>Pegs to paper is a construction-based activity that improves children's motor skills and in time their handwriting. It facilitates cognitive development through</p> | <p>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 stage of</p> |

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| <p>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.</p> | <p>and stage of development.</p>  | <p>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>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>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><b>Forest School/ Outdoor Learning:</b> We aim to promote outdoor learning through forest school sessions to enable the children to develop the necessary skills and</p>   | <p>Following on from the Covid-19 pandemic, we are continuing to promote outdoor play and provide the children with opportunities to develop life skills.</p> | <p>Oasis was delighted to work in partnership with Marazion School to develop an onsite Forest School area. 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</p> | <p>Developing individual children's Personal, Social and Emotional Development and Communication and Language development by supporting children's concentration, taking</p>   | <p>The Forest School sessions will support the children's increasing independence, connection with the outdoor environment, develop problem</p>  |



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| <p>knowledge to prepare them for life.</p> <p>We want all children to pursue happy, healthy and active lifestyles, as this is fundamental to their cognitive development.</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. Natural play encourages problem solving and</p> | <p>We aim to promote children's social and emotional development and emotional well-being following on from this difficult time.</p> | <p>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. 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 Language skills, Life Skills and Physical Development.</p> <p>Providing opportunities for a wide range of physical exploration that enables children to develop their core strength,</p> | <p>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</p> | <p>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 work with others and develop social and emotional skills and resilience.</p> |
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| <p>discovery, child led learning at its best. 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 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</p> |  | <p>stability, balance, spatial awareness, co-ordination and agility.</p> | <p>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.</p> | <p>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.</p> |
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| <p>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> |  |  |  |  |
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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>  |
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| Monitor EYPP funding.                             | Work alongside the settings administrator to monitor the EYPP budget and identify funds to purchase resources. | Finance Committee | Termly          | Finance Committee to set a budget and monitor impact on settings finances. Oasis Childcare Centre to fund any remaining costs to cover the shortfall. Resources have been purchased. |

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| <p>Further engage parents with children's learning and development.</p>  | <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>Room Supervisors<br/>Staff team<br/>Forest School Leader<br/>MADE<br/>Parent Committee<br/>Members</p> | <p>On-going throughout the year</p> | <p>Parent, child, staff and professional (MADE, Forest School Leader) feedback.</p>  |
| <p><b>Music and Dance:</b><br/>An arts worker to lead fortnightly workshops.</p> <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. Committee members to build stronger links with staff team.</p> | <p>Meet with arts workers to clarify dates, areas of need and interest.</p> <p>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.</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 needs and interests of the staff</p> | <p>Manager<br/>EYPP Lead<br/>Arts Workers<br/>Staff Members<br/>Committee Members</p>                     | <p>On-going throughout the year</p> | <p>Fortnightly workshops are implemented and all eligible EYPP children are attending.</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> |

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|   | <p>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> <p>Oasis to continue to host our annual staff and committee workshop.</p> |  |                                       |  |
| <p><b>Pegs to Paper/ Literacy and Handwriting skills:</b><br/>Our aim is to support the children to develop confidence in their literacy and handwriting skills and to meet their developmental milestones.</p> | <p>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.</p>   | <p>Pre-School staff and monitored by management.</p> | <p>Ongoing - end of academic year</p> | <p>The children will be independent and confident with:</p> <ul style="list-style-type: none"> <li>• Following and recognising patterns.</li> <li>• Enhanced fine motor skills.</li> <li>• Recognising their dominant hand and holding writing tools comfortably and correctly.</li> </ul> |

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|  |  |  |                                     | <ul style="list-style-type: none"> <li>• Recognising letters and sounds.</li> <li>• Recognising their name.</li> </ul>  |
| <p><b>Forest School/ Outdoor Learning:</b><br/>Forest School Leader to lead weekly workshops.</p> <p>Staff members to gain the confidence to work alongside the Forest School Leader and lead small group activities and sessions.</p> <p>Committee members to gain an understanding of the importance of Forest School Sessions.</p> <p>Oasis to plan a staff/committee Forest School workshop.</p> | <p>Meet with Forest School Leader to clarify dates, areas of need and interest. Discuss risk assessments and Covid procedures.</p> <p>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.</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</p> | <p>Manager/EYPP Lead</p> <p>Manager<br/>Forest School Leader<br/>Staff Members</p> | <p>On-going throughout the year</p> | <p>Weekly forest school sessions are implemented and all eligible EYPP children are attending.</p> <p>Staff members are confident to work alongside the Forest School Leader and lead small group activities and 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> |

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|  | <p>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> |  |  |  |
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**Please see individual children's Learning Journey's for observations, assessment and progress.**

**Date of completion of this record: September 2023**

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