



# Edmondsley Primary and Nursery School



## Early Years Foundation Stage Pupil Premium Allocation Report 2020 - 2021

### Overall Aims and Objectives in Spending Pupil Premium Grant

☑ To ensure that the proportions of children who receive pupil premium are making expected and/or exceeding the progress made by other pupils in the school.

☑ To diminish the difference by addressing inequality and raising the attainment of children from low-income families and children who are looked after.

### School Information

	Number of children eligible	Amount of PPG Received	Total amount of PPG Received.
NURSERY children	0	£300	
RECEPTION children	7	£1345	£9415
Total Amount of PPG Received			£9415

Reviewed Termly with Governors.

Date next reviewed: Spring 2021



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<p style="text-align: center;"><u>Area for Development</u> <u>Barrier</u> <u>Proposed Impact</u></p>	<p style="text-align: center;"><u>Strategy including rationale</u></p>	<p style="text-align: center;"><u>Amount</u></p>	<p style="text-align: center;"><u>Evaluation and Impact</u></p>												
<p>The PRIME areas of learning include -</p> <ul style="list-style-type: none"> <li>• Personal, Social and Emotional Development</li> <li>• Physical Development</li> <li>• Communication and Language</li> </ul> <p style="color: blue;">The barrier – Children have not been able to have experiences which would enable them to develop in the above areas due to Lockdown.</p> <p style="color: green;">The resources purchased have been carefully selected as they are known to support the development of the PRIME areas. By children using the resources with their peers, their development will flourish.</p>	<p>Baseline assessments and observations of children who are eligible for Pupil Premium, have shown that the PRIME areas of learning need to have a high priority.</p> <p>The PRIME areas of learning are important because they lay the foundations for children’s success in all the other areas of learning.</p> <p style="color: green;">The resources purchased have been carefully selected as they are known to support the development of the PRIME areas. By children using the resources with their peers, their development will flourish.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Community play blocks</td> <td style="text-align: center;">£2165.</td> </tr> <tr> <td style="text-align: center;">Musical Instruments</td> <td style="text-align: center;">£338</td> </tr> <tr> <td style="text-align: center;">Role Play house bricks</td> <td style="text-align: center;">54.95</td> </tr> <tr> <td style="text-align: center;">Dome Climber</td> <td style="text-align: center;">179.99</td> </tr> <tr> <td style="text-align: center;">Play kitchen Accessories</td> <td style="text-align: center;">£34.99</td> </tr> <tr> <td style="text-align: center;">All in one suits so that children can access the resources no matter what the weather.</td> <td style="text-align: center;">£289.15</td> </tr> </table>	Community play blocks	£2165.	Musical Instruments	£338	Role Play house bricks	54.95	Dome Climber	179.99	Play kitchen Accessories	£34.99	All in one suits so that children can access the resources no matter what the weather.	£289.15	<p><u>Autumn</u></p> <p>The purchase of a range of quality percussion instruments has allowed staff to work with small groups and the whole class to develop listening and attention skills, and to hear and respond to rhythmic patterns. These activities are not only important early music and pre phonic skills but also have developed social skills as children listen to others, take turns and perform as part of a group. Enjoying group music making has also resulted in increased enjoyment and self -confidence.</p> <p>In September many children were not yet ready to develop the fine motor skills required to be successful writers. Resources were purchased which would promote gross motor development, which would then translate into a readiness for fine motor activities. The climbing frame has allowed not only for this physical development but it has amongst other things facilitated communication, problem solving, perseverance and role play.</p> <p>A key element of the PRIME areas of learning is the outdoor provision and this has been greatly improved through the purchase of all in one suits which enable children to fully engage in a whole range of outdoor activities whilst remaining warm and dry.</p> <p><u>Spring and Summer</u></p> <p>The new all in one suits have enabled the children to participate in activities in the mud kitchen and water area in particular within the outdoor learning space. The role play building bricks purchased have allowed children to respond in meaningful ways to our topic work based around traditional tales during the spring term. For example by facilitating the building of houses for the 3 little pigs, bridges for the 3 Billy Goats Gruff and a castle for the giant at the top of the beanstalk.</p> <p>Following the Easter break the new sandpit has been completed and this provides wonderful opportunities for physical, social and linguistic development. Storage areas incorporated into the sandpit itself allow the new buckets and spades to be readily accessed by the children during the day, and to be safely stored when not in use. The small world area has also been</p>
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			developed since Easter and is supporting the children’s development across both the Prime and Specific areas of the curriculum.
	Large sand and water equipment –, Rakes, spades etc.	173.40 40.80	<b>Summer Term purchases</b> The purchase of equipment for use in the new sand pit has meant that multiple children can work purposefully in the sand pit at any one time. Long handled spades allow for the strengthening of shoulder and elbow pivot joints as children dig holes and fill buckets with sand. This physical development has translated into improved fine motor skills within the classroom, with children better able to manipulate smaller tools such as pencils for writing and scissors for cutting. Another particularly popular activity this term has been to hold long jump competitions in the sand pit! In between each participant, children enjoy using the rakes to smooth over the sand and draw out a new line which the next contestant must then try to jump over. These games incorporate not only physical skills but also turn taking and maths as we measure who has jumped the furthest and equate to a quality learning experience for all.
	Outdoor Role Play Small world	16.49 76.90	<b>Summer Term</b> – The outdoor role play has been a popular addition to our outdoor provision this term. Children have enjoyed setting up picnics and performing songs and dances on our new stage area. These activities promote imaginative development as children make decisions about how to use resources around them in their pretend play, for example by pretending that pebbles are biscuits or a piece of fabric is a super hero cape. This type of play also offers adults numerous opportunities to join in and gently take the thinking and play to a higher level with children who are highly engaged. Our small world area which was created during the Spring Term has been further enhanced by the purchase of small world resources such as cars and boats. Logs and planks strategically positioned allow for positional language to be used quite naturally during play. This means that any children who come into school not understanding what is meant when we use words such as over, under, behind or in between, are soon able to gain this understanding within the context of their play.
<u>Nutrition whilst isolating –</u> <u>Long life food parcels for children who need to isolate/bubbles</u> <u>isolation</u>  20 emergency long life food parcels have been created in school.  More are likely to be needed.	Children would normally receive free school meals when in school, during periods of isolation, families will not be able to collect meals from school.	£200 for 20 parcels	



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Children will not be hungry/no additional financial pressures on families.			
<p><u>Increase amount of quality support for individual and groups of children.</u></p> <p>Children need support to remain focussed on task.</p> <p>Tasks will be broken down further immediately by TA so that learning continues.</p>	Teaching Assistants	Held in school	<p>TA has supported children in settling quickly and happily into school. TA works daily with individuals and small groups to deliver targeted support as required in the form of movement and speech interventions as well as delivering phonics to a targeted group. TA has been able to work across the year group in delivering high quality outdoor learning which has impacted all areas of learning.</p> <p><u>Spring Term:</u> Children have been helped to settle back into school following another period of lockdown. TA has been supporting children to catch up on learning lost during this time by offering targeted intervention groups with a focus this term on early literacy and numeracy skills. TA has also continued to develop and deliver the outdoor learning curriculum (Nature Explorers) which is encouraging the children to develop a love of the natural world.</p> <p>A number of children were still unable to write their name independently, so since Easter these children have benefitted from additional time to practise this with the TA. This has resulted in almost all children learning to write their name with correct formation. Speech and movement small groups also continue to support children in these prime areas of development.</p>
TOTAL COST		9415.0	