

## Pupil Premium Grant Research Based Action Plan 2018 – 2019

Newdale Primary School and Nursery is a large setting, with 421 (correct as of 28.9.18) children currently on roll with 81 registered with our Nursery. We have a mixed catchment, drawing mainly from the adjacent Overdale estate, though many of our children travel from across Telford to our school. Currently 0.56% **(25.9.18)** of our pupils are eligible for the Early Years Pupil Premium Grant (1 out of 56 Mighty Oaks). For the Year 2017 - 2018 , we are in receipt of £1208.40 EYPPG funding. Our expenditure equates to the funding supplied. The targeted and strategic use of Pupil Premium funding will support us in achieving our aims.



- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups. This specifically includes ensuring that the needs of socially disadvantaged pupils are addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for free school meals, (or have been eligible in the last 6 years) are socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore allocate Pupil Premium funding to support any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged.

We plan to spend the grant in a variety of ways, which are listed below on our Action plan.

Speech and language and behaviour for our Early Years Pupil Premium Children are areas which we are continuing to focus on and plan to use our grant to support us in this aim.

We continue to work at enabling our EYPPG pupils to achieve higher levels, in line with their peers.

We use a range of intervention strategies to narrow attainment gaps between EYPPG and non-PPG pupils, but plan to invest more research time into new interventions and evaluation of their effectiveness. Other agencies support us heavily in our support for children and families with wider issues such as Family Connect, Mentor link, Early Intervention Team, Learning Support Advisory teachers, Educational Psychologists, Behaviour Support Team, Inclusion Mentors and CAFLS.

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Key question Identified from in school data analysis	Success Criteria	Actions Logistical implications	Monitoring Who? What? Where? When?	Evaluation Including questions for Governors	Cost
<b>How can we ensure that our EYPPG children are secure in the social and emotional basics ready for school?</b>	By the end of nursery EYPPG children are working in line with their peers ie at least 90% of EYPPG children should achieve 30-50months in all aspects	<p>Stay and play sessions timetabled in for parents to access the learning of their children within school. <a href="https://educationendowmentfoundation.org.uk/toolkit/early-years/parental-engagement/">https://educationendowmentfoundation.org.uk/toolkit/early-years/parental-engagement/</a> (Gains +5 months)</p> <p>Early literacy and numeracy approaches. Parents receive termly non-negotiables for reading, writing, number and shapes space and measures. <a href="https://educationendowmentfoundation.org.uk/toolkit/early-years/early-literacy-approaches/">https://educationendowmentfoundation.org.uk/toolkit/early-years/early-literacy-approaches/</a> (4)</p> <p><a href="https://educationendowmentfoundation.org.uk/toolkit/early-years/early-numeracy-approaches/">https://educationendowmentfoundation.org.uk/toolkit/early-years/early-numeracy-approaches/</a> (5)</p> <p>Small group intervention led by nursery teacher to focus on individual needs of child</p> <p>Phonic books to share at home and at nursery</p>	<p>Nursery teacher to lead 1:1 / small group focus on academic areas with targeted children.</p> <p>Pastoral monitoring of families through face to face discussions and telephone calls</p> <p>EYFS lead to complete learning walks to ensure progress is being made.</p> <p>Performance management targets are aspirational with regards to EYPPG children</p> <p>HT / DHT / PL to analyse data for cohort and identify needs every 6 weeks at Pupil progress meetings.</p> <p>Literacy leads (JT) and Maths leads (MB/ HW) to monitor gaps, intervening where necessary</p>	<p>Are the EYPPG children performing at a level that is school ready?</p> <p>Are EYPPG children attending setting as frequently as non-EYPPG</p> <p>Are the gaps narrowing across all areas?</p> <p>Are parents engaged in the children's learning?</p> <p>Are the receiving Reception staff aware of the needs of the children as they enter YR?</p>	<p>Teacher intervention group £120</p>
<b>How do we ensure that EYPPG children's attainment in</b>	By the end of nursery EYPPG children are working in line with their peers	<p>CPD for keyworkers to develop new strategies and approaches to teaching CLL.</p> <p>Targeted children to attend a Listen with Lucy intervention group with Nursery Assistant</p>	<p>Teacher to monitor impact on a ½ termly using trackers completed by intervention group lead. New objectives are set according to</p>	<p>Are the gaps narrowing in CLL?</p>	<p>Listen with Lucy £60 per year</p> <p>Teaching Talking £60 yearly</p>

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<b>CLL is in line with their peers?</b>	in CLL i.e. at least 90% of EYPPG children should achieve 30-50months in CLL.	Targeted children to attend Teaching Talk intervention group with Nursery Assistant <a href="https://educationendowmentfoundation.org.uk/toolkit/early-years/communication-and-language-approaches/">https://educationendowmentfoundation.org.uk/toolkit/early-years/communication-and-language-approaches/</a> +6months	success on achieving targets and shared with the child's key worker.  HT / DHT / PL to analyse data for cohort and identify needs every 6 weeks at Pupil progress meetings	Has there been an improvement post baseline?	
Key question Identified from in school data analysis	Success Criteria	Actions Logistical implications	Monitoring Who? What? Where? When?	Evaluation Including questions for Governors	Cost
<b>How do we ensure that children are able to manage their own self regulations strategies?</b>	By the end of nursery EYPPG children are working in line with their peers in CLL i.e. at least 90% of EYPPG children should achieve 30-50months in PSED.	Targeted children to attend Ginger Bear social behaviour intervention group <a href="https://educationendowmentfoundation.org.uk/toolkit/early-years/self-regulation-strategies/">https://educationendowmentfoundation.org.uk/toolkit/early-years/self-regulation-strategies/</a> +7months	Teacher to monitor impact on a ½ termly using trackers completed by intervention group lead. New objectives are set according to success on achieving targets and shared with the child's key worker.  HT / DHT / PL to analyse data for cohort and identify needs every 6 weeks at Pupil progress meetings	Are the gaps narrowing in PSED?  Has there been an improvement post baseline?	Ginger bear £60 per year