



Pupil Premium Grant Research Based Action Plan 2019 – 2020

Newdale Primary School and Nursery is a large setting, with 418 children currently on roll with 93 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 setting. Currently **0.9% (4.9.20)** of our pupils are eligible for the Early Years Pupil Premium Grant (2 out of 44 pre-school Mighty Oaks). For the Year 2019 -2020, we are in receipt of **£1,590**. Our expenditure equates to the funding supplied. The targeted and strategic use of Pupil Premium funding will support us in achieving our aims.

It should be noted that 3 more children joined the setting in January 2020 and expenditure according to need has been added to this plan during its review (January 2020).

- 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.

Personal, social and emotional development and Maths 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
How can we ensure that our EYPPG children are secure in the social and emotional basics ready for school?	By the end of nursery EYPPG children are working in line with their peers ie at least 90% of EYPPG children should achieve 30-50 months in all aspects	<p>Stay and play sessions timetabled in for parents to access the learning of their children within school. https://educationendowmentfoundation.org.uk/toolkit/early-years/parental-engagement/ (Gains +5 months)</p> <p>Early literacy and numeracy approaches. Parents receive termly non-negotiables for reading, writing, number and shapes space and measures.</p> <p>Receive support to enable access into maths teaching timetabled at the end of the day by attending ASC on three days to prevent early collection and missing numeracy.</p> <p>Receive support to enable access to additional sessions beyond the 15hr entitlement in order for them to gain additional access to the curriculum https://educationendowmentfoundation.org.uk/toolkit/early-years/early-numeracy-approaches/ (5) https://educationendowmentfoundation.org.uk/toolkit/early-years/early-literacy-approaches/ (4)</p> <p>EYPPG children identified before entry to Mighty oaks room placed with 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>Headteacher and Phase Leader to analyse data for cohort and identify needs every term at Pupil progress meetings.</p> <p>Literacy leads (JT) and Maths leads (MC) 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>£727 to be spent on allowing child access to 3 days a week after school club provision (this allows child to access maths sessions).</p> <p>£727 additional Nursery sessions to support access to all areas of the curriculum.</p> <p>Additional resources to be used at home £50</p>
Key question Identified from in school data analysis	Success Criteria	Actions Logistical implications	Monitoring Who? What? Where? When?	Evaluation Including questions for Governors	Cost

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<p>How do we ensure that children are able to manage their own self regulations strategies?</p>	<p>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.</p>	<p>Targeted children to play with keyworker during child initiated time to support social interactions especially after contact with social workers and play therapists. Care and empathy focus using Farm on wheels to visit nursery. Celebrate special times and take part in festivals using subsidised trip to Wonderland at Christmas time to visit Santa and receive a special gift https://educationendowmentfoundation.org.uk/toolkit/early-years/self-regulation-strategies/ +7months</p>	<p>Teacher to monitor impact on termly basis using trackers on PSED</p> <p>Headteacher & Phase Leader to analyse data for cohort and identify needs every 6 weeks at Pupil progress meetings</p>	<p>Are the gaps narrowing in PSED?</p> <p>Has there been an improvement post baseline?</p>	<p>none</p> <p>£280 farm</p> <p>£7.00 Wonderland subsidy</p>
<p>January 2020 Additions.</p>	<p>To be on track for literacy</p> <p>Positive home and school partnership.</p> <p>Accessing the curriculum.</p>	<p>Having additional time with key worker linked with narrowing the gap e.g. familiarisation with books, writing name on name card.</p> <p>Able child working well in Nursery. Time spent with mum is significant. Time spent working on smooth transition into school.</p> <p>SEND concerns. Support through intervention and advice from outside agencies. Staff attending additional training to support needs.</p>	<p>Teacher to monitor impact on termly basis using trackers</p> <p>Less frequent meetings necessary with mum. Mum more able to support in learning at home.</p> <p>Pre and post trackers monitored over time.</p>	<p>EYPPG gap analysis.</p> <p>Assessment trackers – termly.</p> <p>Improvements in home situation and Mums confidence.</p>	<p>TBC following January census.</p>