



Pupil Premium Grant Research Based Action Plan 2020 – 2021

Newdale Primary School and Nursery is a large setting, with 412 children currently on roll with 87 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 **4.6% (4.1.21)** of our pupils are eligible for the Early Years Pupil Premium Grant (3 out of 65 Mighty Oaks). For the Year 2020 -2021, we are in receipt of **£2,120**. 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.

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.



Pupil Premium Grant Research Based Action Plan 2020 – 2021

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 and curriculum 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 3 to 4 years in all aspects	<p>Early literacy and numeracy approaches. Parents receive termly non-negotiables for reading, writing, number and shapes space and measures. Numeracy, literacy and other subject areas are supported on the website with expectations and suggested activities shared.</p> <p>Receive support with additional sessions to enable access into more frequent maths, phonics and group time teaching which is timetabled in the morning and afternoon to prevent frequent long gaps in education</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 when possible to focus on individual needs of child</p> <p>Phonic books to share at home and at nursery</p>	<p>Pastoral monitoring of families through face to face discussions and telephone calls. Contact via evidence me with keyworkers setting an sharing observations and next steps with parent. Parent are then able to submit evidence to keyworkers of their child's achievements at home.</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 to analyse data for cohort and identify needs every term at Pupil progress meetings.</p> <p>Literacy leads (JT) and Maths leads (MB/ PL) 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>none</p> <p>£1652.40 additional Nursery sessions to support access to all areas of the curriculum.</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

Pupil Premium Grant Research Based Action Plan 2020 – 2021



<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 PSED i.e. at least 90% of EYPPG children should achieve 3-4 years in PSED.</p>	<p>Targeted children to play with keyworker during child initiated and Child Initiated time to support social interactions. This will be especially necessary if there is any further interaction with social workers intervening at home</p> <p>Care and empathy focus using "Farm on wheels" to visit nursery and "Animal man" when restrictions allow</p> <p>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>HT / DHT / PL 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 £200 animal man</p>
--	--	--	---	--	--