

Action Plan to support Pupil Premium children to make rapid progress

| Objective | Action | Success Criteria | Timescales | Costs | Data (ARE and exceeding from October – December) | Monitoring |
|--|---|--|-----------------------------|--------------------------------------|--|---------------------------------------|
| <p>To ensure that Pupil Premium children make rapid progress in:</p> <p>MANAGING FEELINGS AND BEHAVIOUR</p> | <p>Teachers teaching assistants and the learning support teacher ‘play partner’ the children and support their interaction with peers.</p> | <p>Pupils have excellent role models to follow to negotiate differences and attempt to follow this with and without support.</p> | <p>January 2017 onwards</p> | <p>£2,425</p> | <p>13%-25%</p> | <p>Governor EY TLR HT</p> |
| | <p>The Early Years team has been trained to use the ‘conflict resolution’ approach to behaviour issues which encourages the children to think and talk about their feelings before and after incidents.</p> | <p>Pupils learn to resolve conflicts admirably</p> | | <p>Staff meetings to train staff</p> | | |
| | <p>Nurture support intervention will encourage the children to build positive relationships.</p> | <p>Regular sharing and taking turns in activities is evident across the EY’s</p> | | <p>£2,425</p> | | |
| | <p>Intervention activities planned using the Intervention kit are carried out by the learning support teacher.</p> | <p>Pupils learn, on a one to one basis, how to share and manage their feelings in activities and small</p> | | <p>£7,900/£2425</p> | | |

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| | <p>Circle time planned using the Jigsaw programme and special person time is built around the themes of caring and friendship.</p> <p>Specialist advice is given by the GATESHEAD EYS. SENCO to teachers regarding suitable strategies to be used with specific children.</p> | <p>groups.</p> <p>Pupils recognise that they are part of a community and show respect for others.</p> <p>Teacher expertise is enhanced to improve practice.</p> | | | | |
| LISTENING AND ATTENTION | <p>Teachers encourage the children to listen carefully to their teachers through:</p> <p>Listening at welcome time when the daily routine is shared by key workers.</p> <p>Listening to stories read by key workers and the teaching assistant supporting the pupil premium children.</p> <p>Listening to instructions given by any member of the EYS team in large and small group time.</p> <p>The children are also encouraged to listen to their peers when they share their home journals and also in review time of the PLAN</p> | <p>Pupils learn how to listen and converse with other peers or adults</p> | | £7,900/£2425 | 13%-63% | EY TLR HT Governor EY |

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| | <p>DO REVIEW PROCESS and are supported to do this whenever necessary.</p> <p>Small group intervention takes place with individuals/groups using the IT kit and the TA supporting the PP children.</p> | <p>Pupils learn, on a one to one basis, how to communicate with their peers in individual/group activities</p> | | <p>£7,900/£2425</p> | | |
| SPEECH | <p>Staff identify and analyse individual skills so that they can be targeted effectively.</p> <p>Individuals may be referred to speech therapists for speech therapy and any advice and strategies are shared with the EYS team.</p> <p>Key workers play partner with the children to act as good role models in terms of speaking and to encourage and support.</p> <p>The PP TA carries out intervention using the IT KIT where individual activities are tailored to suit each child's specific</p> | <p>Staff focus on specific verbal skills to ensure they are embedded</p> <p>Strategies and advice supports staff to improve their expertise</p> <p>Pupils follow excellent role models to enhance their speaking skills</p> <p>Individual needs are identified and resolved promptly</p> | | <p>£2425 Staff</p> | <p>38%-75%3</p> | <p>EY TLR HT Governor EY</p> |

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| | needs. | | | | | |
| PHYSICAL DEVELOPMENT-MOVING AND HANDLING | <p>Gross motor movements are developed daily on the outdoor adventure trail together with the use of bikes and scooters on the playground.</p> <p>Fine motor development is supported by classroom enhancements in the form of: finger gym area, messy tray, construction area, mark making area, cut and stick and dough area.</p> <p>Intervention groups are supported by the class teacher.</p> | <p>Pupils get a varied and wide range of gross motor development on a regular basis</p> <p>Pupils' fine motor skills show improvement</p> | | Staff £2425 | 38%-50% | EY TLR HT Governor EY |
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