Tankersley St. Peter's C of E (A) Primary School

Foundation Stage 1

Action plan linked to DEP – Summer term 2021

Action plan for:

EYFS Pupil Premium funding

We are in receipt of pupil premium funding for 4 pupils in EYFS in the FS1 setting

Name of pupil	Personal, Social and Emotional Development	Communication & Language	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Autumn Armitage	30-50 months dev	30-50 months dev	30-50 months dev	30-50 months dev	30-50 months dev	30-50 months dev	30-50 months dev
Ella Westby	40-60 months beg	40-60 months beg	30-50 months sec	30-50 months sec	30-50 months sec	30-50 months sec	40-60 months beg
Florence Thompson	30-50 months sec	30-50 months sec	30-50 months sec	30-50 months sec	30-50 months sec	30-50 months sec	30-50 months sec
Logan-Jack Waller	30-50 months dev	30-50 months dev	30-50 months dev	30-50 months dev	30-50 months dev	30-50 months dev	30-50 months dev

Initiative	Termly actions (Actions not yet done in red)	Cost	Led by	Impact/Milestones
READ WRITE INC PHONICS **Daily Read Write Inc. programme running in Nursery to accelerate progress in phonics** **Daily catch up RWI phonics – high focus on PP pupils**	Ensure all children are screened every 8 weeks-high focus on progress of PP children. High focus on delivery of phonics - post teaching for targeted pupils (including PP children) PP children - target for this additional support though screening process		CT ED	5 out of the 5 PP children achieved a.r.e. (age related expectations) in Literacy.
Whole school provision mapping with target groups set up according to needs of pupils including PP groups	Pupil premium children are highlighted in termly data tracking and progress tracked as a significant group Pupil premium children falling behind or coasting are picked up in the data and receive intervention support which is outlined on the whole school provision map. This may be - *Communication and language support* - *Phonics support* - *1:1 reading*		CT	PP children's progress has been tracked. Intervention support has been given to the PP children who were 'coasting.'
OFSTED PRIORITY **WellComm Communication and Language program**	Monitor attendance for disadvantaged pupils through weekly data capture and SIMS. Ensure all PP children are in Nursery through building relationships with families and written communication. Each PP child has been assessed and their needs identified. These needs are		WH	Their needs and termly targets are met in the nursery provision in 1:1 interventions.

	clearly displayed in the Nursery kitchen planning area so Nursery staff can refer to them easily.		ED	
Purchase of a class pet Russian tortoise and all the equipment and resources needed to look after him	PP children are pet monitors with responsibilities of feeding and bathing the tortoise.			PP children develop their skills to care for and look after another living creature.
1:1 reading with Wendy Oldfield (Support Volunteer)	To read with a group of children including PP children		WO	PP children share a book with an adult on a regular basis
Provision of additional resources for PP children	Access to a free breakfast at Breakfast club and Lunch High quality topic, poetry and interest books High quality jigsaws			PP children have been offered free access to Breakfast club and lunch provision.
Funky Fingers and Dough Gym	To deliver Funky Fingers and Dough Gym activities to improve fine motor skills		CT	Fine motor skills and pencil grip have improved through weekly interventions. 5 out of the 5 PP children achieved a. r. e. in 'Physical development.'
Transition to the Reception class	Parents of PP children will be offered help in purchasing school uniform, a book bag and P.E. kit			