



Pupil premium Autumn 2021 Allocation- £2,385 We have 25 children accessing this

Autumn Term 2021 Pupil Premium

Listening and attention skills continue to be a barrier to learning following the summer break. A proportion of children develop articulation concerns with targeted speech and language sessions incorporated into the current speech and language groups.

Behaviour for learning is positive, however, social skills remain an area of focus as new children join the setting or move groups within the classroom.

The global pandemic continues to affect attendance and punctuality.

Continuous provision continues to be developed, with a focus on developing independent learning – this has been supported through the introduction of new free access shelving units.

Understanding the World is also an area for development, and this term has seen an investigation station developed which has given children free access to scientific materials. This will be continually adapted to develop deeper thinking and reasoning. We have developed the outdoor learning environment with new resources and accessible storage to continue supporting the children in their critical thinking and their making their own choices, targeting those children for whom learning in the indoor environment can be a challenge.

Children’s specific needs are identified as per the resource needs chart and resources audited accordingly with additional resources purchased to support learning.

Main barriers to educational achievement :- Targeted Group	Action	Resources
<p>Communication and Language.</p> <p>Children with articulation and speech concerns.</p> <p>Children with low levels of speech and vocabulary.</p>	<p>Targeted speech and language through small group sessions with learning Support Assistant</p> <p>Launchpad for Literacy targeted phonic session with teacher / Early Years Professional</p>	<p>Poetry books</p> <p>Curiosity Cube – language development/use of questioning skills</p> <p>Selection of early years books</p> <p>Wooden Magnetic Matching Picture Game</p>
<p>Literacy</p> <p>Children with low level understanding of print and</p>	<p>Daily Phonic sessions for all children.</p>	<p>Magnetic letters</p> <p>Self-Correcting Letter Wooden Puzzles</p>

phonological awareness, including letter and name recognition.	Daily opportunities to develop Literacy skills in Continuous Provision.	Janine Amos books- Please!, Selfish, No, thank you!, Making friends, Thief and Hello
<p>PSED</p> <p>Children at risk of underachieving due to behavioural concerns (Focus upon PSE skills incorporating speaking and listening and turn taking)</p> <p>Children with low understanding of their own feelings and others.</p> <p>Children with a need to develop their independence and self help skills.</p>	<p>Weekly circle time sessions incorporating whole group for peer modelling</p> <p>1:1 / small group creative focus to support learning through senses/ concentration/ learning through trial and error for self- achievement</p>	<p>Mid-level shelving unit with mirror</p> <p>Outdoor accessible shed</p> <p>Feelings Mirror (to encourage reflection of own emotions)</p>
<p>Understanding the World</p> <p>Children who find it difficult to make sense of their physical world, and how to communicate what they understand.</p>	<p>Weekly Adult focused sessions to close the gaps in knowledge</p> <p>Improve levels of children's thinking & questioning skills through resourcing / auditing of continuous provision</p>	<p>Curiosity Cube (also supports CL)</p> <p>Charging torches</p> <p>Messy play book</p> <p>Magnetic Life Cycles x 2</p> <p>Geo colour</p> <p>Giant Sensory Ooze Tube</p> <p>Outdoor Accessible shed</p> <p>Magnifier 2 Way set</p> <p>Spiral Liquid Droplet Tube</p> <p>Bulbs and compost for planting</p> <p>People Who Help us Jigsaw</p> <p>Small World Plastic Block People</p>
<p>Maths</p> <p>Children who need support with developing comparative language, i.e. capacity, size, length.</p>	<p>Daily Adult focused sessions to extend knowledge</p> <p>Improved levels of children's thinking & questioning skills through resourcing / auditing of continuous provision</p>	<p>Mini Measure set</p> <p>Water Beakers (litre set)</p> <p>Self-Correcting Number Puzzle</p>
<p>Physical Development</p> <p>Child / fine motor skills are a concern</p>	<p>Weekly Adult focused sessions to close the gaps in knowledge,</p>	<p>Quoits</p> <p>Balls</p> <p>Outdoor waterproof jackets & trousers x10 (also supports UW)</p>

	<p>including dough disco.</p> <p>Daily opportunities to develop gross motor skills, particularly in the outdoor area.</p>	<p>Glitter finger paint</p> <p>Chunky chalks</p> <p>Marker pens</p> <p>Gel roller balls</p> <p>Rainbow crayons</p> <p>Wooden dolly pegs</p>
<p>Expressive arts and design</p> <p>Children who need confidence to explore materials independently and creatively express themselves</p>	<p>Daily opportunities to develop</p>	<p>Pom poms</p> <p>Wiggly eyes</p> <p>Collage jars</p> <p>Coloured ribbon</p> <p>Decorate your own crowns</p> <p>Vivid card A4</p> <p>Foil shred packs</p> <p>Lollipop sticks coloured</p> <p>Satin ribbon spools</p> <p>Safari crepe paper</p> <p>Pastel tissue paper</p>

- *The impact of this is measured termly through pupil progress tracking graphs. Staff look to see if a child is on track or not on track. We look at a child's actual age and compare this to their developmental age.*
- *The school constantly has a "can do" approach to teaching and learning and this is found in our I CAN progress sheets.*
- *With parents we discuss other developmental areas / skills that need to be worked on over the next few weeks, to diminish the difference, and support children to make accelerated progress according to their actual age compared to their academic age.*

Confident children in a safe environment, indoors and out, are able to make mistakes and try things and fail, learning from their mistakes and acquiring the strategies to learn new skills to support learning. These skills will help them to diminish the difference in areas of low skill acquisition.