

Summer Term Pupil Premium 2022

Identification within our rising 3 cohort of children, (children born at the beginning of the Covid pandemic and would have spent much of their first two years in isolation with their families) has seen multiple areas targeted.

Resources have been purchased for small and large motor movements for this group of children taking into account the findings of the Early Intervention Foundation, Growing up in the Pandemic report (2021), which identified vulnerable children in particular were at risk of decreased physical activity due to social and environmental factors during the pandemic. Continuation of skills introduced through whole school activities, such as the Stoke City Skills, has seen additional resources purchased to allow for small group targeted intervention.

Additional focus on Personal, Social and Emotional skills for this group has seen the development of an area where children experiencing adverse emotions could find solace. This has included a bookcase targeting children's emotional development along with sensory items typically found in the child's home to promote self-regulation.

Targeted listening and attention sessions with the Learning support assistant continue to be provided. This has led to close identification of children with articulation concerns with books purchased to aide repetition of language to support our daily voice sounds/exercises during circle time sessions with these children's keyworkers. Supported by the Stoke on Trent Early Years Speech and Language Pathway, there has currently been no requirement to send referrals to the service for assessment.

Resources purchased continue to support children with English as an Additional Language and with low vocabulary. This includes the purchase of additional small world objects. Emphasis this term has seen the purchase of real life resources to support vocabulary acquisition in respect of targeted nouns and adjectives which will relate to home experiences of the children.

Children continue to be encouraged to think about their learning and for those times when a piece of tangible work is not produced, they are encouraged to photograph their learning which can then be viewed on multiple school platforms including social media, class dojo and printed form.

Supporting core strength as identified in the Spring Term, resources to support physical strength for literacy have been purchased. In this term, grip and pressure when writing has been a target for our Reception leavers with resources purchased to encourage this, and writing encouraged within the classroom whilst sitting at the table. Sensory writing opportunities continue to be offered as children develop, with individual writing trays purchased.

The school continue to promote the weekly library book scheme in order to encourage a love of books amongst the children. The school aim to become book rich within the

classroom and to include a targeted topic or learning objective led book within all areas of teacher focus during the school day. Additional resources including the purchase of small child height book cases and topic related books aim to compliment targeted noun and adjective vocabulary amongst the children.

Targeted Group / Areas of Learning	Action	Resources
<p>Communication and Language.</p> <p>Children with English as a Second Language</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>2 pirate ships and associated toys £56.99 & £24.99</p> <p>Brio train track and trains £42.99</p> <p>Car mat £47.99</p> <p>TTS-mini bookcase for book access in areas of learning £143.99 x 2</p> <p>We all have different families (celebrating differences) £5.01</p> <p>It's ok to be different: A children's picture book about diversity and kindness £8.41</p> <p>Baby items for home corner £31.00</p> <p>Plants £12.00</p> <p>Hairdressing items £20.01</p> <p>Selection of different sized nappies for home corner £25.79</p> <p>6 Hungry caterpillar books – various stories £29.00</p> <p>Come on Baby Duck story book £2.00</p>
<p>Communication and Language.</p> <p>Children with low levels of speech and vocabulary.</p>		<p>As Above</p> <p>Teaching talking/ Time to talk / Time to listen input sessions £1,210.00</p>
<p>Communication and Language.</p> <p>Articulation</p>	<p>Identification of children with articulation difficulties (specifically missing beginning/end sounds) who are on track for majority of other areas of development</p>	<p>Teaching talking/ Time to talk / Time to listen input sessions (£ as Above)</p> <p>3 rhyming word books Shark in the dark, Shark in the park, shark in the snow £24.99</p>
<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>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>Soft furnishings for quiet areas £33.99</p> <p>2 afro styling heads £34.70</p> <p>Me and my emotions £100</p> <p>Digital camera £105.87</p>

<p>Mathematics</p> <p>Understanding the World</p> <p>Creative</p> <p>Children at risk of low attainment</p> <p>(Includes resources in the row above)</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>Ten Little Series... set of 8 books £41.49</p> <p>Ten little monkeys £4.00</p> <p>Ten Little Bookworms £1.80</p> <p>Shape trilogy by John Barnett £20.53</p> <p>Lots and lots of Zebras-patterns in nature £7.99</p> <p>Ten Black board dots £4.99</p> <p>Pattern Fish (maths is fun) £14.99</p> <p>Monster love colours £18.57</p> <p>Binoculars £42.99</p>
<p>More Able Children</p>	<p>Weekly Adult focused sessions to extend knowledge</p> <p>Improved levels of children's thinking & questioning skills through resourcing / auditing of continuous provision</p>	<p>4 sets of Geo stackers for light box £120</p> <p>3 boxes of large magnetic Play £300</p>
<p>Physical / Literacy</p> <p>Children for whom fine motor writing skills is a concern</p>		<p>2 Tack zap- farm £50</p> <p>2 Tack zap-construction vehicles £50</p> <p>3 boxes of Tripod grip felt tips £100</p> <p>Tripod grip jumbo coloured pencils £120</p> <p>box of chunky coloured pencils £100</p> <p>3 boxes of whiteboard pens £50</p> <p>Ikea 16 Stodja trays for mark making £52.00</p> <p>Ball pump £5.00</p> <p>10 leather footballs £50.00</p> <p>6 Go Wheelies £161.93</p> <p>Ride on fire engine £10</p>

The **impact** of this is measured continually by staff, with planning and resources adapted to support each child's individual needs. Staff look to see if a child is on track or not on track, supported by moderation of children's records. 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.