

The Limes Nursery School

Pupil Premium Intervention strategy 2017-18

Funding:

We have 19 children currently in receipt of pupil premium funding. The approximate funding therefore is £5,700 for the academic year.

Pupil Profile

10 girls and 9 boys

Ethnic profile is as follows:

Any other Black	21.05%
Bangladeshi	5.26
Somali	5.26
Black Caribbean	10.53
Other Black African	10.53
Pakistani	5.26
White British	26.32
White Irish	5.26
White and Black Caribbean	10.53

Intervention Approach

Pupil Premium funding will be used to support those children eligible, to make significant progress through participation in small group work outside of the classroom.

Intervention work with this group will continue from Term 3 until the end of Term 6.

A programme of six high impact intervention activities has been planned by me and will be delivered by her or the Early Years Support Worker over the course of six weeks. At the end of this period the children's progress will be reviewed and current learning needs identified. This information will then be used to plan the next set of activities. Each activity will be evaluated and made available to each child's Key Worker. Parent/carers of Pupil Premium children will be sent a letter prior to each set of activities to explain the content of the activities so that they can support this learning at home.

Attainment

The Pupil Premium children have been separated into three groups based upon their emerging learning and development needs and the sessions that they attend nursery.

Group 1 are higher ability children working on average at age related expectations.

Group 2 are also working on average at age related expectations.

Group 3 are on average working below age related expectations and would benefit on work to support the development of their language and communication skills.

The first six intervention activities for all groups will be based on The Blank Language of Learning Model devised by Blank, Rose and Berlin. It encourages the development of children's verbal

reasoning and abstract language and core books will be used to deliver these activities. The model breaks down this complex area of language into smaller more achievable steps. Prior to planning the activities, I observed these children levelled their language abilities according to the model.

Group 1 children are currently working at language level 3-4 and so activities will be based around sequencing, making predictions and answering 'why' questions.

Group 2 children are working at language level 3 and so activities will be based around sequencing, describing/retelling an event and giving explanations.

Group 3 children are working at level 2-3 and so activities will be based around describing a scene, answering who, what, why questions, following instructions and beginning to make simple predictions.

At the end of each Term the subject for the Term's intervention focus will be decided based on the learning needs of the group which will be discussed with class teachers.

Katie Cheyne

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