

# Birkby Infant and Nursery School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Birkby Infant and Nursery School
Number of pupils in school	KS1 – September – March: 274 April – August - 270
Proportion (%) of pupil premium eligible pupils	27% 29%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022
Date this statement was published	October 2021
Date on which it will be reviewed	March 2022
Statement authorised by	D Z Wilson
Pupil premium lead	D Z Wilson
Governor / Trustee lead	Dr A Williams

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£137, 190
Recovery premium funding allocation this academic year	£31,760
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£168,950

## Part A: Pupil premium strategy plan

### Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Speech and Language across the school but particularly in EYFS. Children who have missed substantial chunks of Nursery and or Reception teaching time due to Covid lockdowns and reticence on part of some parents to send to school immediately after Lockdowns. EYFS–12, Year 1–24, Year 2-14
2	Reading with comprehension – Year 2. Phonics not an issue but reading with comprehension-missed direct teaching time and guided reading sessions due to lockdowns. Parents-EAL-not able to support with this at home.
3	Mental Health and Wellbeing of some children who have suffered various trauma at home due to Domestic Violence, bereavement and mental health of parents.
4	Improved attendance of all children including FSM/Ever 6.

### Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
SALT consultant works one to one with identified children to improve speech and language capabilities through intervention or further referral.	Less children requiring one to one SALT from in school SALT consultant.
Improve reading with comprehension skills of Y2.	More children achieve Expected in reading than 2021 when 65% of children achieved Expected or above.
Remove barriers to learning for children suffering from mental health and well being issues arising from lockdown by providing Play Therapy sessions.	Children supported and able to engage fully in learning in classes.
Persistent non-attendance/intermittent attendance and punctuality is dealt with by APSO and improved. Feedback to Governors half termly. Currently EYFS - 35 children 27 non FSM / 8 FSM Year 1 - 19 children 12 non FSM / 7 FSM Year 2 - 21 children 12 non FSM / 9 FSM	Improved attendance figures for all including FSM children

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Launchpad for Literacy-all staff		

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £160,117

Activity	Evidence that supports this approach	Challenge number(s) addressed
Y2 -high level intensive one to one reading for underachieving FSM children	In school data from end of academic year 1 2021-25% of Y1 FSM were not expected in Reading	At least 10 plus new arrivals.
1 x ETA in each KS1 classroom to provide one to one/group intervention groups for targeted children in Literacy and Numeracy.	ETAs support pupils eligible for FSM in Reading, Writing and Maths and identified disadvantaged children. School tracking process shows specific groups of pupils making good progress. Provision map will show all identified children having appropriate support. Additional Help also due to Covid 19 Absences.	
1 x Nursery Nurse and 1 x ETA in the EYFS-R to implement and be responsible for outdoor provision and providing continuity in terms of progress and	A consistent member of staff outdoors will enable continuity and progression for children utilising the outdoor learning classroom and ensure that they can build on	

assessment. Some children prefer learning outdoors.	<p>previous learning and that child-initiated learning can be more easily facilitated and further developed.</p> <p>More accurate reporting on the progress of children and feed-back to the teachers will improve children's progress towards the early learning goals and raise attainment. Children are taken for walks in the neighbourhood in small groups to develop their basic literacy skills and widen their experience and collect things to use in their outdoor learning area. Additional Help also due to Covid 19 Absences.</p>	
Attendance Support Officer - Strategy to improve attendance	<p>Persistent non-attendance/intermittent attendance and punctuality is dealt with by the Family Support officer who regularly monitors and addresses attendance issues and related data feeding back weekly to the Head teacher and the Governing Body half termly.</p> <p>Along with 3 days admin to input attendance data into Integris, do all first day calling, and all follow up paper work (Fast Track) and a Local Authority <b>Education Social Worker</b> who makes follow up home visits and meets parents in school.</p> <p>Improved attendance will improve children's attainment as well as self-esteem and confidence.</p>	

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £19,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly in school Play Therapy sessions	In school data. Referrals resulting in discharge.	8-12

**Total budgeted cost: £ 179,617**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Year 1 phonics-in school testing -May 2021-76%.*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Launchpad for Literacy	Independent SALT consultant-North East-Kirstie Page

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ol style="list-style-type: none"><li>1.Staffing 2 ETAS in every class doing direct work with children closing gaps identified by the teacher.</li><li>2.Play Therapist-2 days a week</li><li>3.APSO-At least 30% of time dedicated to improving parents through use of various external agencies-when available to support with family/home/parent issues.</li></ol>
What was the impact of that spending on service pupil premium eligible pupils?	<ol style="list-style-type: none"><li>1. Secure and effective Bubble working- parents felt comfortable sending children into school. Significant drop in numbers of children achieving Expected and above in Reading - drop of approximately 10% overall</li></ol>

	<p>and approximately 15% for FSM children.</p> <p>Sept 2020-Sept 2021- 21 children left Y2 and 12 children joined us.</p> <p>Phonics was not the issue- rather reading comprehension.</p> <ol style="list-style-type: none"><li>2. Children supported through Lockdowns by Play Therapist and discharged at the end of the year.</li><li>3. Achieved an overall Attendance figure of 94.88%.</li></ol> <p>FSM children 94.43% Attendance without Eid 95.99% Attendance without TTA 95.37% Attendance without Eid and TTA 96.50%</p>
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