

# Birkby Infant and Nursery School Pupil premium strategy statement

This statement details Birkby Infant and Nursery 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	<b>KS1 –</b> September 2021 – July 2022 - 255
Proportion (%) of pupil premium eligible pupils	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	September 2021
Date on which it will be reviewed	July 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. Children have missed direct teaching time and guided reading sessions due to lockdowns. Parents with EAL are 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
<b>Challenge 1</b> SALT consultant works one to one with identified children to improve speech and language capabilities through intervention or further referral.	<b>Improved TALC scores for all the children working with the In-school SALT</b>
<b>Challenge 2</b> Improve reading with comprehension skills of Y2.	<b>Improve outcomes in Reading. 2021-2022-Target 75%</b>

<p><b>Challenge 3</b> Remove barriers to learning for children suffering from mental health and well being issues arising from lockdown by providing Play Therapy sessions.</p>	<p><b>Barriers to learning supported and children engaging fully in class and making expected progress.</b></p>
<p><b>Challenge 4</b> Persistent non-attendance/intermittent attendance and punctuality is dealt with by APSO and measures to improve are put in place. Feedback to Governors half termly.</p>	<p><b>2021-2022</b>  <b>National target 96%</b></p>

## 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: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Launchpad for Literacy-all staff	CM (SLT) Providing Half Day Training for all staff in school. EYFS staff already using Launchpad to Literacy 'stepping stones' and reporting increased understanding of 'gaps in children's knowledge. Y1 staff likewise. Whole school approach including training of ETAs.	1

### 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	Historically pre- Covid Guided Reading in KS1 was supported by 5 adults in each classroom and outcomes were good and just below the national average despite starting points in EYFS.	2
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.	2
1 x Nursery Nurse and 1 x ETA in the EYFS-R to implement and be responsible for	2019-2020-GLD scores above the LA average. Birkby I&N 75.5% LA 69.7%	1

<p>outdoor provision and providing continuity in terms of progress and assessment. Some children prefer learning outdoors.</p>	<p>School experience shows that consistent member of staff outdoors enabling continuity and progression for children utilising the outdoor learning classroom has ensured that they can build on previous learning and that child-initiated learning can be more easily facilitated and further developed. More accurate reporting on the progress of children and feed-back to the teachers improved children's progress towards the early learning goals and raising attainment. Furthermore, the ability to take children for walks in the neighbourhood in small groups proved invaluable in enabling them to develop their language and communication skills.</p>	
<p>Attendance Support Officer - Strategy to improve attendance-including referral to appropriate services for support.</p>	<p>Persistent non-attendance/intermittent attendance and punctuality dealt with by the Family Support officer addresses attendance issues effectively and timely as shown by historic data. 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. Improved attendance improves children's attainment as well as self-esteem and confidence.</p>	<p><b>4</b></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.	3

**Total budgeted cost: £ 180,117 – The overspend is subsidised by School budget in order to ensure children to do not miss out in key areas.**

## 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 2021 to 2022 academic year.

#### Challenge 1:

EYFS – 12 (9% of children on roll) /16 (12% of children on roll),

Year 1 – 24 (19% of children on roll) /19 (14% of children on roll), 5% reduction in number of children in Y1 requiring SALT.

Year 2 – 14 (10% of children on roll) /5 (4% of children on roll). 6% reduction in number of children in Y2 requiring SALT.

Reduction in receiving SALT in years 1 and 2. No reduction in EYFS as identified throughout the year.

#### Challenge 2:

Due to the impact of previous lockdowns in 2020-21 the number of children who achieved expected in reading at the end of KS1 in 2021-2022 was 71.3%.

Target was 75%.

#### Challenge 3:

A significant number of children have benefitted from play therapy sessions and are more emotionally secure and able to engage in their learning.

#### Challenge 4:

As at 27.05.2022 – attendance was at 92.88% This is a slight drop of 1.07%. In the Autumn term the school's overall absence of 5.2% was 0.5% lower than the national average of 5.7%.

However, in the Spring/Summer Term 9.6% of all children had Covid.

Also 46 children between January and May went on extended leave, this is 12% of children on roll.

The attendance figure without Term Time Absence would have been 93.95%.

The attendance figure without Eid would have been 93.35%.

We are currently monitoring

EYFS - 35 children 27 non FSM / 8 FSM

As at 27.05.2022 67 47 Non FSM/ 20 FSM

Year 1 - 19 children 12 non FSM / 7 FSM

As at 27.05.2022 51 34 Non FSM/ 17 FSM

Year 2 - 21 children 12 non FSM / 9 FSM  
As at 27.05.2022 47 25 Non FSM/ 22 FSM

## 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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

