

# 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 2022 to 2023 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> April 2022 – August 2022 <b>269</b> September 2022 <b>254</b>
Proportion (%) of pupil premium eligible pupils	<b>87 (June 2022) = 32%</b> <b>76 (September 2022) = 30%</b>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023
Date this statement was published	September 2022
Date on which it will be reviewed	March 2023
Statement authorised by	D Z Wilson
Pupil premium lead	D Z Wilson
Governor	Dr A Williams

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£141,270.00</b>
Recovery premium funding allocation this academic year	<b>£7395.00 To Date</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£148,695 To Date</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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## 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. <b>EYFS – 12/9, Year 1 – 24/5, Year 2 – 14/12</b>
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. A further lockdown in January has not helped this but we are working hard to resolve this.	<b>Improve outcomes in Reading at the end of KS1.</b> <b>2022-2023-Target 75%</b>
<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.	<b>Barriers to learning supported and children engaging fully in class and making expected progress.</b>

**Challenge 4**

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. We are currently monitoring

EYFS – 67/29 children 47/23 non FSM 20/6 FSM

Year 1 – 51/25 children 34/14 non FSM 17/11 FSM

Year 2 – 47/27 children 25/16 non FSM 22/11 FSM

**2022-2023****93.76% - As at 17.06.2022****94.79% as at 07.11.2022****National target 96%**

## 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 in the EYFS-R to implement and be responsible for	2022-GLD scores were below the LA and National. Birkby I&N 58%, LA 62.5%, National 65.2%	1

<p>outdoor provision and providing continuity in terms of progress and assessment. Some children prefer learning outdoors.</p> <p>1 x NNEB to be responsible for face to face with parents to support partnership in learning in EYFS.</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.</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 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

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Weekly in school Play Therapy sessions</p>	<p>In school data. Referrals resulting in discharge.</p>	<p><b>3</b></p>

**Total budgeted cost: £ 179,617 – 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 2020 to 2021 academic year.

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

- Staffing 2 ETAS in every class doing direct work with children closing gaps identified by the teacher.
- Play Therapist-2 days a week
- 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.
- 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 and approximately 15% for FSM children.
- Sept 2020-Sept 2021-  
21 children left Y2 and  
12 children joined us.
- Phonics was not the issue- rather reading comprehension.
- Vulnerable children supported through Lockdowns by Play Therapist and 3 discharged at the end of the year.
- Achieved an overall Attendance figure of 94.88%.

FSM children 94.43%

Attendance without Eid 95.99%

Attendance without TTA 95.37%

Attendance without Eid and TTA 96.50%

### 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