

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 2023 to 2024 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 – April 2023 – August 2023 - 269 September 2023 - 269
Proportion (%) of pupil premium eligible pupils	87 (June 2023) = 32% 76 (September 2023) = 30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024
Date this statement was published	September 2023
Date on which it will be reviewed	March 2024
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	£190,605
Recovery premium funding allocation this academic year	£9642.50 To Date
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£200,247.50

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 in Nursery and reception did not have the normal health care provider visits and checks that would have identified Speech and Language difficulties. EYFS – 19 Year 1 – 15 Year 2 – 12
2	Reading with fluency and meaning. Whole School Putting in the reading miles allows children to practise their reading, building experience with increasingly complex texts, gaining new language and fluency. Children in KS1 will have Guided Reading 5x a week with supporting adults who can explain the meaning of new words and give all the children daily practice at reading to develop their fluency. Reception classes are to have extra ETAs (from KS1) on Thursdays to give all children more practise at blending to enable children to blend words more easily and fluently.
3	Mental Health and Wellbeing of some children who have suffered various trauma at home e.g. Domestic Violence, Bereavement and/or Mental health and well-being 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
Challenge 1 - SALT consultant works one to one with identified children to improve speech and language capabilities through intervention or further referral.	Improved TALC scores for all the children working with the In-school SALT
Challenge 2 - Improve reading for meaning with fluency. KS1-Guided Reading Blending words -Reception	Improve outcomes for FSM in Reading at the end of KS1 2023-2024-Target 60% 2022-2023-Target 60% 2022-2023 Achieved 57.8%
Challenge 3 - Remove barriers to learning for children suffering from mental health and well-being issues by providing Play Therapy sessions.	Barriers to learning supported and children engaging fully in class and making expected progress.

Challenge 4 - Persistent non-attendance/intermittent attendance and punctuality is dealt with by Family support officer and measures to improve are put in place. Feedback to Governors half termly. We are currently monitoring EYFS – 41/20(total) 30(Jun)/7(Nov) non FSM 11(Jun)/13(Nov) FSM Year1 – 54/20(total) 23(Jun)/5(Nov) non FSM 31(Jun)/15(Nov) FSM Year2 – 51/23(total) 23(Jun)/10(Nov) non FSM 28(Jun)/13(Nov) FSM	2023-2024 93.26% - As at 17.06.23 94.79% as at 06.11.23 National target 96%
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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
CPD for all new staff Floppy's Phonics White Rose Maths Mastery	DfE The Mastery Initiative	2

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

Budgeted cost: £183,824

Activity	Evidence that supports this approach	Challenge number(s) addressed
Y2 -high level intensive one to one reading for underachieving FSM children	Guided Reading in KS1 supported by 10 adults, one in each classroom. 2023 end of KS1 Outcomes for disadvantaged children in reading were good - 57.8% achieved expected or above which was above the national of 54%. The gap between advantaged and disadvantaged in school is only 11.9% whereas the gap nationally is 15%. $5 \times £24,880 / 100 \times 30 = £37,320$	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. 2022-2023 End of KS1 Outcomes $10 \times £24,880 / 100 \times 30 = £74,640$	2
1 x Nursery Nurse and in the EYFS-R to implement and be responsible for outdoor provision and providing continuity in terms of progress and assessment. Some children prefer learning outdoors.	2023 – GLD scores for FSM children were above the LA and National. Birkby I&N 61.2%, LA 65.2%, National 67.3% Target 2023 - 2024 65% $£29,672 \times 2 = £59,344$ School experience shows that consistent member of staff outdoors enabling continuity and progression for children utilising the outdoor learning classroom	1

1 x NNEB to be responsible for face to face with parents to support partnership in learning in EYFS.	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.	
Attendance Support Officer - Strategy to improve attendance-including referral to appropriate services for support.	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 Integriss, do all first day calling, and all follow up paper work (Fast Track). Improved attendance improves children's attainment as well as self-esteem and confidence. £41,731.78 / 100 x 30 = £12,520	4

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: £ 203,824 – 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.

The school were delighted with the performance of all the children but particularly with the performance of our free school meal children who outperformed both the LA and National.

This was despite a high mobility rate across the whole school.

September 2022-2023

Reception: 20 children left and 24 joined

Year1 : 25 children left and 36 joined

Year 2: 15 children left and 28 joined

This is continuing to be the case this year.

September 2023- November 13th 2023

Reception: 3 children left and 14 joined

Year 1: 4 children left and 18 joined

Year 2: 5 children left and 8 joined

Whole School attendance: 93.48%

Attendance without Eid:94.5%

Attendance without TTA:94.6%

Attendance without Eid and TTA 95.2%

Attendance of FSM: 92.69%

Attendance without Eid: 93.25%

Attendance without TTA: 93.02%

Attendance without Eid and TTA: 93.75

GLD Outcomes for Reception for cohort 61.2 %

FSM children School 65.2% National 52.1%

Year 1 Phonics-whole cohort 72.9%

144 in the year group- 14.6% were disapplied and 0.7% were absent.

123 children actually undertook the test-of these 85% achieved the pass mark.

FSM children School 68.4% National 66.5%

End of KS1 Outcomes-achieving Expected and above

Whole cohort -Reading 66%

FSM children School 57.8% National 54.0%

Whole cohort-Writing 56.9%

FSM children School 48.9% National 52.1%

Whole cohort-Maths 63.9%

FSM children School 57.8% National 55.8%

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
Floppy's Phonics White Rose Maths Mastery	Oxford University Press White Rose maths

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

