

# 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 – 269 Sept 2022 – March 2023 - 254
Proportion (%) of pupil premium eligible pupils	87 – June 2022 - 32% 76 – September 2022 – 30%
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	July 2023
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	£141,270.00
Recovery premium funding allocation this academic year	£14,790.00
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	£156,060.00

## 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 – 12/9, Year 1 – 24/5, Year 2 – 14/12
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. 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>
<b>Challenge 4 -</b> Persistent and intermittent attendance and punctuality is dealt with by APSO and measures to improve are put in place. Feedback to Governors half termly. 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	<b>2022-2023</b> <b>93.76% - As At 17.06.2022</b> <b>94.79 – As at 07.11.2022</b> <b>National target 96%</b>

## 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 in the EYFS-R to implement and be responsible for	2022 – GLD Scores were below the LA and National BINS 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

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 2022 to 2023 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 13<sup>th</sup> 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*

<b>Programme</b>	<b>Provider</b>
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:*

<b>Measure</b>	<b>Details</b>
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