

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 2024 to 2025 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 2024 – August 2024 – 278 Sept 2024 – March 2025 - 264
Proportion (%) of pupil premium eligible pupils	87 (May 2024) = 33% 94 (October 2024) = 36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025
Date this statement was published	October 2024
Date on which it will be reviewed	April 2025
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	£176,120 (119) + £7710(3) Post LAC Funding = £183,830
Recovery premium funding allocation this academic year	£4422.50 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	£187,802.50

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. May 2024 - EYFS – 13 Year 1 – 20 Year 2 – 14 October 2024 – EYFS – 6, Year 1 – 14, Year 2 - 14
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. May 2024 - EYFS – 6 Year 1 – 2 Year 2 – 3 October 2024 – EYFS – 3 Year 1 – 6 Year 2 – 3
4	Improved attendance of all children including FSM/Ever 6. Total school population - 395 FSM/Ever 6 - 130

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 and fluency. KS1-Guided Reading Blending words -Reception	Improve outcomes for Disadvantaged children in Reading at the end of KS1 and in Phonics Test end of Y1. 2023-2024-Target 60% for the end of KS1 outcomes in Reading.
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	2023-2024 94.15% - As at 29.04.2024 Same October 2024

place. Feedback to Governors half termly. We are currently monitoring

May 2024

EYFS –15 FSM / 9 none FSM

Year 1 – 18 FSM /11 none FSM

Year 2 – 8 FSM 14 none FSM

October 2024

EYFS – 2 FSM / 5 none FSM

Year 1 – 6 FSM / 8 none FSM

Year 2 – 7 FSM / 7 none FSM

Target for Disadvantaged 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: **175,569**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Y1/2 -high quality guided reading sessions with trained ETAs	Evidence that the use of extra adults supporting children during Guided Reading sessions in Year 1 and Year 2 is borne out by our end of KS1 Outcomes for disadvantaged children in reading and our end of Y1 Phonics results. 5 x £27,904 / 100 x 33 = £46,042	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 disadvantaged children in Reading, Writing and Maths to ensure best possible end of KS1 Outcomes. 5 x £27,904 / 100 x 33 = £46,042	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. 1 x NNEB to be responsible for face to face with parents to support partnership in learning in EYFS.	Our experience shows that having a 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. £32,425 x 2 = £68,850	1

Attendance Support Officer - Strategy to improve attendance-including referral to appropriate services for support.	<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).</p> <p>Improved attendance improves children's attainment as well as self-esteem and confidence.</p> <p>£44,347 / 100 x 33 = £14,635</p>	4
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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	<p>In school data.</p> <p>Referrals resulting in discharge.</p>	3

Total budgeted cost: £ 195,069 – The overspend is subsidised by School budget in order to ensure children to do not miss out in key areas.