

Pupil premium strategy statement

This statement details our 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	Banks Lane Infant & Nursery School
Number of pupils in school	310
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers	22/23-23/24
Date this statement was published	December 15 th 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs Lynda Chadbourne (Chair of Governors)
Pupil premium lead	Liz Newson (Headteacher)
Governor lead	Jenna Hodgson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,860
Recovery premium funding allocation this academic year	£ 5,365
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	£55,225

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Grant (PPG) is a government grant in addition to the main school funding that schools receive in their annual budgets. We believe that appropriate use of this money is the best way to close the gap in educational inequalities between children in schools.

Pupil Premium Funds are received for:

Every child who qualifies for Free School Meals (FSM) currently, or has qualified in the past 6 years - £1320 per eligible pupil.

Eligibility for funding has been extended to all children who:

- Have been looked after for one day or more
- Were adopted from care on or after 30th December 2005 left care under
- Had a special Guardianship Order on or after 30th December 2005
- Had a Residence Order on or after 14th October 1991.
- Service children - £300
- Looked After Children (LAC) and post-LAC £1900 The early years pupil premium (EYPP) is additional funding for early years settings to improve the education they provide for disadvantaged 3- and 4-year-olds.

At Banks Lane Infant and Nursery School Pupil Premium funding is used to bridge gaps in experiences and opportunities and to provide additional support for identified barriers for disadvantaged children. The senior leadership team, staff and governors rigorously evaluate how Pupil Premium money is spent and the impact of targeted interventions on pupils' progress and attainment as well as monitoring wellbeing and access to enrichment opportunities. Vulnerable groups are identified early and appropriate interventions are put in place, funded by the Pupil Premium. The school tracks the progress and attainment of all children.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Internal data and observations show that a higher proportion of this group have additional pastoral needs , requiring early help assessment, intervention, wellbeing focus and family support. This has consistently been the case since 2016 when the school appointed a Learning Mentor (now Pastoral Manager).
2	Assessments, observations and discussions indicate that communication and language are often less well developed in the PP group. Between 2019 and 2020 the high proportions of the PP group in Reception baseline assessments have been significantly below typical on entry to school in Communication and Language. This is reflected in 2021 entry data with 30% of the PP group entering secure at 3-4 years, compared with 49% of all children.
3	Literacy skills and experiences for the PP group are frequently less well developed than those of their peers. School data shows for the last 4 years significantly higher proportions of the PP group entered school 'below typical' in literacy. Observations indicate that the PP group are less likely to read at home. During school closures 36% of this group accessed our Collins online reading scheme compared with 50% of all children. Outcomes for Y2 PP pupils were below PP national averages in reading and writing. In spite of above national average outcomes for the Y1 PP group in phonics and reading (internal data), writing outcomes at expected are low (33%)
4	While attendance remains lower for the PP group with Key Stage 1 gaps of 2.8%, internal data & CPOMs entries evidence the positive impact of the Pastoral Manager in keeping gaps to a minimum and raising attendance levels for PP children over several years.
5	Observations and conversations with children and families indicate that the PP group have limited enrichment opportunities compared with the non-PP group. Limited access to aspirational experiences, role models, community events, experiences of arts, culture, health focus and family experiences may limit wellbeing, aspiration, sense of identity and community. In spite of increasing paid club access to 63% through subsidy and 36% family involvement in the BLIS experience, it is of importance that the wider curriculum successes are built on and PP children are enabled access.
6	Observations, including wellbeing assessments and Pastoral Manager records indicate that the Pupil Premium group are more likely to experience social and emotional challenges . This is reflected in EYFS on entry data with higher proportions of the PP group entering less than typical in PSED compared with non-PP children.

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
Continued proactive and effective management of Early Help Assessments, signposting and offering appropriate support, work with available agencies and services and where possible stop challenging family situations from escalating.	Safeguarding and Pastoral records track effective early help, interventions, agency support and outcomes.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident in pupil engagement in lessons, book scrutiny and ongoing formative assessment.
Improved outcomes in reading and writing for disadvantaged children.	Assessments and observations evidence increased reading at home and reading for pleasure. Work scrutiny and pupil voice evidence the impact of high quality texts and wider reading on writing. Outcomes for the disadvantaged group are at least in line with the disadvantaged group nationally and gaps are closing between this group and all children.
High levels of attendance and punctuality are maintained for disadvantaged children.	Attendance gaps are reduced with attendance close to all children within school and nationally. School records show improved attendance and punctuality for disadvantaged children identified as persistent absentees. Improvements in attendance can be seen for the group where attendance is identified as a concern.
Disadvantaged children access the wider curriculum, including clubs, are involved in aspirational opportunities and experiences aimed at bridging gaps and addressing cultural capital.	Records show a high take up for disadvantaged children accessing subsidised clubs. Internal clubs address gaps for disadvantaged children. Continued focus on 'The Banks Lane Experience' and monitoring show high levels of engagement in wider curriculum experiences and aspirational opportunities. High levels of attendance support access and engagement.
Disadvantaged children presenting with social or emotional concerns are included in nurture, referred for ELSA by their class teacher where appropriate and are given strategies to overcome anxiety.	Wellbeing surveys and scaling identify the needs of all children and the progress of PP children is monitored. Disadvantaged are supported through nurture groups and ELSA and as a result show improved social and emotional skills, improved academic performance and improved attitudes, behaviour and relationships with peers.

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: £19,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
DEAL (Drama Engagement and Active Learning)- £3,000	Full day consultancy, course attendance by DEAL leads, individual teacher action planning and whole school monitoring designed to build knowledge, motivate teachers, develop teaching techniques and embed practice with particular focus on communication, language and literacy. Careful attention in the design has been placed on mechanisms of effective professional development in keeping with <i>EEF Guidance on Professional Development</i> . <i>“A key finding of the review underpinning this guidance was that the more mechanisms a PD programme had, the greater the impact on pupil attainment.”</i> The <i>EEF Improving Literacy in Key Stage 1 Guidance Report</i> , highlights within recommendation 1 The importance of ‘high quality adult child interactions’, ‘teaching of vocabulary’ and ‘modelling and extending children’s language’ and ‘collaborative activities’, ‘hearing language’ and ‘wider learning through talk’.	2,3
<i>Further develop Communication, Language and Literacy in the EYFS</i> £1,500	DEAL training in keeping with the above as well as Tales Toolkit resources and training and purchase of Magic Story Boxes are aimed at bridging gaps in spoken language and communication for disadvantaged children. Ongoing training for all as well as monitoring by DEAL and phase leads will be a strong focus. <i>EEF Preparing for Literacy, Improving Communication, Language and Literacy in the Early Years Guidance Report</i> , recommendation 1 includes reference to ‘techniques for ‘sustained shared thinking’ (including tuning in, showing interest, asking children to elaborate, recapping, suggesting, reminding and asking open questions) as well as vocabulary development.	2,3
Review of Quality First Teaching and increased TA hours to support communication,	Quality First Teaching focusing on our universal offer and whole school graduated approaches will be well supported by knowledgeable TAs, able to communicate with teachers before and after school due to extended hours.	2,3

knowledge, preparation and evaluation of teaching. SENCO time & additional TA time £15,000	<i>EEF Making Best use of Teaching Assistants Guidance</i> Report recommends that “TAS are fully prepared for their role in the classroom”. “Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.” <i>EEF Special Educational Needs in Mainstream Schools Guidance Report</i> states “To a great extent, good teaching for pupils with SEND is good teaching for all.”	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring £3,240 contribution (40%)	This will be delivered by an HLTA through one to one and small group sessions based on our 30 Y1 & 2 PP children receiving a minimum of 15 hours tutoring. The EEF describes small group tuition as having an impact of +4 and one to one tuition as having an impact of +5 months.	2,3
Extended Speech and Language Therapy £2,500	Additional speech and language therapy enables us to address the needs of more children, support our staff to deliver programmes and speak with parents. EEF Project describes individualised support as is given by the Speech therapist to have an impact of +3 months	2,3
Small group interventions led by the HLTA/ Pupil Premium Champion & TAs £10,000	While our inclusive, Quality First Teaching approaches aim to support all children within the classroom, a range of bespoke interventions for catch up or pre-teaching are used by teachers and TAs/the HLTA to facilitate high levels of inclusion. The EEF describes small group tuition as having an impact of +4 and one to one tuition as having an impact of +5 months.	2,3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Pastoral Manager</i> £10,000</p>	<p>Family support, communicating with parents, liaising with agencies, providing direct work in school and leading on attendance.</p> <p><i>The EEF Working with Parents to Support Children's Learning Guidance Report recommends:</i> <i>Provide practical strategies to support learning at home</i> <i>Tailor school communications to encourage positive dialogue about learning</i> <i>Offer more sustained and intensive support where needed</i> <i>DfE Working Together to Improve School Attendance (September 2022) states that "schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place".</i></p>	1,4, 6
<p>CPOMS £1,000</p>	<p>CPOMs annual subscription in support of recording, tracking, monitoring and intervention in all matters of behaviour, attendance and welfare.</p>	1,4,6
<p><i>Wellbeing ELSA & Nurture Group</i> £3,000</p>	<p>Identification and management of wellbeing needs, including TA nurture groups, ELSA (Emotional Literacy Support Assistant) referrals and the ELSA programme led by the Pastoral Manager.</p> <p><i>EEF Social and Emotional Learning is described as having an impact of +4 months.</i></p>	6
<p><i>Wider Curriculum, BLIS Experience and trip subsidy, including PP Monitoring</i> £6,000</p>	<p>Promotion and monitoring of the Banks Lane Infant Experience, at home and in school is aimed at ensuring we bridge gaps, particularly for disadvantaged children in matters of health, experience of arts, religion and culture and aspirational opportunities. The project included glossy leaflets, Seesaw tracking, awards (reflectors and pin badges) and additional opportunities within school for some children, identified through rigorous tracking.</p> <p>Subsidy of trips, events and clubs (club subsidy of £25 per year for disadvantaged children) ensure access and enrichment opportunities.</p>	5,6

Total budgeted cost: £55,240

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.

Outcomes for the pupil premium groups in reception and Year 1 were above national averages for all children in relation to EYFS GLD and the Phonics Screen (School PP 70%/ National all children GLD 65%, School PP Phonics screen 80%/ National all children 75.5%. Internal data shows Year 1 children achieving well in reading and maths but less so in writing, which is a target area.

The Year 2 cohort of 10 PP children in 2019 was a concern due to on entry data and progress made during the autumn term of 2019. During the period of school closures and due to pupil mobility, this group more than doubled and became increasingly complex. A significant majority of the group were classed by school as 'vulnerable' due to welfare matters, Young Carer status, attendance concerns and SEN status.

Significant focus was placed on welfare and wellbeing as well as ensuring access to a broad and rich curriculum and wider curriculum opportunities. Our HLTA carried out a total of 6 interventions with the group, including ELSA (Emotional Literacy Support Assistant work) and our Pastoral Manager focused on early intervention, family support and attendance management. Additional Teaching Assistant and Learning Support Assistant time enabled staff to address the learning needs identified by teachers and the HLTA.

The launch of our 'Banks Lane Experience' increased enrichment opportunities for all children at home and at school. Reception PP children were invited to 'Stay for a Story' sessions and subsidy for PP children accessing school clubs was taken up by 63% of families, enabling 31 children to access 38 clubs at a cost of £580.

Outcomes at Key Stage 1 for the PP group were below national averages for all children and for PP children, particularly in writing. Individual case studies show significant progress which is not reflected in school validated data. Key Stage 1 outcomes, particularly in writing are a priority for the current year.

In spite of attendance improvements for the PP group, including 50% of Year 2 Persistent Absentees moving out of this group by the end of the year, attendance remains a priority. Our pastoral Manager will be working across school to continue to improve the attendance of all children with a particular focus on PP children.

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