

# Pupil premium strategy statement – Banks Lane Infant & Nursery School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	304
Proportion (%) of pupil premium eligible pupils	16.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	1 Year
Date this statement was published	November 14 <sup>th</sup> 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs Lynda Chadbourne Chair of Governors
Pupil premium lead	Liz Newson Headteacher
Governor	Jenna Hodgson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,700
Recovery premium funding allocation this academic year	£2,719
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£59,419</b>

# 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.

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 <b>pastoral needs</b> , 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	<b>Literacy skills</b> and experiences for the PP group are frequently less well developed than those of their peers. School data shows for the last 5 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 in 2022-2023 were above PP national averages in reading and writing as well as end of Key Stage Phonic Screen attainment as a result of our School Led Tutoring and Pupil Premium Champion (HLTA) focus. Below average proportions of the PP group achieved an ELG in reading and writing. Year 1 phonic screen outcomes were in line with the National Average for Pupil Premium children.
3	Attendance for the PP group is a significant barrier and has been evident in data over the last 3 years. While <b>attendance</b> remains lower for the PP group with Key Stage 1 gaps of 3% (October 2023), internal data, Pastoral Manager records & CPOMs entries evidence the positive impact of the Pastoral

	Manager in keeping gaps to a minimum and raising attendance levels for PP children over time.
4	Observations and conversations with children and families indicate that the PP group have limited <b>enrichment opportunities</b> 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 and BLIS Experience engagement as high as 69% (Year 1 2022-2023), it is of importance that the wider curriculum successes are built on and PP children are enabled access.
5	Observations, including wellbeing assessments and Pastoral Manager records indicate that the Pupil Premium group are more likely to experience <b>social and emotional challenges</b> . 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.
6	Increased proportions of parents, requesting referrals by the SENCo for assessment of SEND. This is noticeable in the PP group.

## 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 outcomes in reading and writing for disadvantaged children, with particular focus on the Year 1 Phonics Screen and Reception Early Learning Goals.	Assessments and observations evidence increased reading in school, reading across the curriculum, parental engagement 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 across EYFS and Key Stage 1.
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. Case studies demonstrate the impact of intervention and support by the Pastoral Manager and Senior Leaders.

<p>Disadvantaged children access the wider curriculum, including clubs, are involved in aspirational opportunities and experiences aimed at bridging gaps and addressing cultural capital.</p>	<p>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.</p>
<p>Disadvantaged children presenting with social or emotional concerns are included in nurture groups, referred for ELSA by their class teacher where appropriate and are given strategies to overcome anxiety.</p>	<p>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. Pupils are well supported during transition.</p>
<p>Pupils are well supported by our universal offer, where appropriate, which is enhanced by CPD.</p>	<p>External CPD (Physical Development Champions, Attachment training &amp; SENCo Networks) as well as internal CPD ensures that adaptive teaching is effective and our universal offer is strong.</p> <p>Observations show high levels of engagement and achievement for identified pupils.</p> <p>Identified pupils make strong progress, evident through internal data and the Stockport SEND tracker as appropriate.</p> <p>Pupils are referred in a timely manner where appropriate.</p> <p>Targeted support enables children to access the curriculum and wider opportunities making strong academic and personal progress.</p>

## 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: £27,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA SEND/PLAC support £4,000	Targeted support enables children to access the curriculum and wider opportunities making strong academic and personal progress.  EEF Guidance Report on Special Educational Needs in Mainstream Schools states, <i>“Knowing our pupils is an important thread within the evidence on improving behaviour, but also in supporting pupils with SEND”</i>	1, 5 & 6
Additional TA hours (sustained extended day from 2022-2023) £16,000	Interventions such as ‘Language for Thinking’, Precision Teaching and additional reading/phonics support enable children to make strong progress. Teacher/TA dialogue is enabled and pupils are well supported in lessons by TAs.  <i>EEF Making Best use of Teaching Assistants Guidance 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>	2 & 6
CPD: Physical Development Champion Training (Sharon Skade) Attachment training Attachment Network (release time) Lego Therapy LAC/PLAC training £3,500	The schools’ Universal Offer’ is strengthened, pupils with attachment difficulties are well supported, staff expertise is strong and nurture/therapy opportunities support pupil wellbeing.  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>	1, 2, 5 & 6
Resources Widgit Doodle Speech to Text £3,700	Use of Doodle ensures that accurate assessments are made of pupils’ current attainment, individualised learning programmes ensure progress for all, children are able to access learning at home and parents are engaged in their children’s learning.  Widgit, Speech to Text, Talkers and Talking Mats enhance adaptive teaching and the Universal Offer, supporting access for all children.  <i>EEF Special Educational Needs in Mainstream Schools Guidance Report states “To a great extent, good teaching for pupils with SEND is good teaching for all.”</i>	2 & 6

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

Budgeted cost: £14,025

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Programme School Contribution £2,025	NTP programme, focusing on phonics and early reading for 12 Year 1 children ensures strong progress. EEF NPT research states that: <i>“These results indicate that TP had a positive impact on maths attainment and English attainment of PP eligible pupils who received the programme in that subject.”</i>	2
School Led Tutor trained HLTA support in the role of PP Champion (minimum 2 days per week) £11,000	Continued School Led tutoring approaches by the HLTA, ensure strong progress and outcomes in literacy by the end of Key Stage 1. EEF findings on small group tuition show: <i>“The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year.”</i>	2
Extended Speech and Language Therapy £1000	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 & 6

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

Budgeted cost: £18,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Manager £10,000	Family support, communicating with parents, liaising with agencies, providing direct work in school and leading on attendance. <i>The EEF Working with Parents to Support Children’s Learning Guidance Report recommends: Provide practical strategies to support learning at home</i>	1, 3 & 5

	<p><i>Tailor school communications to encourage positive dialogue about learning</i></p> <p><i>Offer more sustained and intensive support where needed</i></p> <p><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>	
Continued subscription to CPOMs £1,000	CPOMs annual subscription in support of recording, tracking, monitoring and intervention in all matters of behaviour, attendance and welfare.	1, 3 & 5
IT support-Wider curriculum monitoring and data analysis supports intervention. £3,000	Accurate records of engagement in clubs and wider opportunities inform intervention and action planning.	4
Wider Curriculum and club subsidy for PP children. £1,500	<p>All PP children have subsidised access to clubs (£25 per year), trips and experiences are offered free of charge and support needs are monitored.</p> <p>The parents/carers of PLAC children are consulted regarding additional funding needs.</p> <p>EEF The impact of non-cognitive skills on outcomes for young people Literature review 21 November 2013</p> <p><i>“Children’s perception of their ability, their expectations of future success, and the extent to which they value an activity influence their motivation and persistence leading to improved academic outcomes, especially for low-attaining pupils.”</i></p>	4
<i>Wellbeing</i> <i>ELSA &amp; Nurture Group</i> £3,000	<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>	5
Parent Support Group (SENCo & Pastoral Manager time)	Parent support group, run half termly by the SENCo and Pastoral Manager, includes speakers/experts and supports parents on a wide range of parenting matters (SEND concerns, sleeping, toilet training, behaviour)	5 & 6

**Total budgeted cost: £59,725**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Impact of the Pupil Premium Strategy 2022-2023

As a result of strategies implemented at school, daily and wider reading have impacted on significantly increased attainment at Age Related Expectations for the PP group in reading at Key Stage 1, with 72% achievement. The National average for PP children was 54%. Increased attainment is reflected also in Phonics Screen outcomes with higher proportions of our PP children than those nationally achieving the standard by the end of Key Stage 1 (94.7%). Outcomes have been strongly impacted by our HLTA's School Led Tutoring and Pupil Premium Champion work.

Outcomes in the EYFS Reading Early Learning goal for the PP group stand at 58%, which is above the LA average of 56% and below the National Average (NA) of 62%.

Outcomes are equally strong in writing at Key Stage 1 with 56% of the PP cohort achieving age related expectations which is significantly higher than the National average of 45%. The EYFS PP group achieved a 50% achievement in the writing ELG, which is below the National Average of 56%.

Oral language skills are evident in achievement of the speaking Early Learning Goal with the PP group attaining 75%. Assessments and observations, including pupil voice forums highlight confidence, engagement and strong use of subject specific vocabulary for this group.

Our Pastoral Manager has worked closely with 28 families in our PP cohort. This has included Child Protection, TAC and TAF meetings, attendance support, liaison with agencies, referrals and a range of strategies to ensure early help and intervention. Case studies demonstrate the detailed positive impact of our involvement for families and individuals.

Across the year, 18 PP children were monitored and supported for persistent absenteeism. The Pastoral Manger worked closely with families and school records highlight communication, processes and improvements for 6 of these children. Overall attendance for the PP group was 91.3% in 2022-23 and this continues to be a priority. Whole school involvement, clear processes and communication are being implemented. Attendance for the group in September 2023 stands at 95% and 8 children are highlighted as persistently absent.

PP children were supported in accessing after school clubs by £515 across the year. Club involvement for the group is high and we continued to target PP children for our internal school clubs such as Netball and Lego Clubs. Children were well supported in

accessing curriculum experiences and opportunities and involvement in the Banks Lane Infant Experience 'at Home' activities has increased, particularly in Year 1 with 69% engagement. Continuing to engage PP children in the wider curriculum will remain a priority.

Our Pastoral Manager, continues in her role as ELSA (Emotional Literacy Support Assistant). She attended ELSA supervision throughout 2022-2023 and provided CPD and resources to 3 Teaching Assistants to undertake Nurture Groups within their year groups. Of our 48 PP children (Reception – Year 2), all received wellbeing check-ins and reviews, 12 were supported by TAs in Nurture Groups and 5 received 1 to 1 ELSA support by our Pastoral Manager. The impact of this work has been reflected in relationships with families, family engagement, pupil confidence and positive transitions for children.