

Banks Lane Infant & Nursery School



Pupil Premium

2018-19 & Strategy 2019-20

Pupil Premium was introduced in 2011. It is paid by a specific grant based on school census data for school age pupils registered as eligible for Free School Meals, Looked after Children, previously Looked after Children and children whose parents are serving in the armed forces.

Pupil Premium has been widened to include 'Ever 6' pupils. These are children who have been eligible under the above criteria in the previous 6 years.

In 2014 Universal Free School Meals were introduced, entitling all school children up to the age of 7 to free school meals. Pupil Premium, Free School Meal grants continue to be based on the original income based Free School Meal criteria. This relies on parents registering for Free School Meals with Stockport Council.

In the same year Early Years Pupil Premium was introduced for children aged 3 – 4.

Pupil Premium is additional to main school funding and is used by school to address any underlying inequalities between eligible children and others by ensuring that the funding reaches the pupils who need it most.

In 2018 - 2019 school was allocated £56,680 Pupil Premium funding.

This was used to fund additional teaching at 3 days a week by our Pupil Premium Champion teachers during the autumn and spring terms.. The additional teaching targeted the specific needs and barriers of eligible pupils at a total cost of £15,000.

Additional Teaching Assistant support was put in place to support with interventions and meeting the specific needs of pupils. Increased staffing ratios in the nursery enabled eligible pupils to be targeted with interventions. Total cost £25,000.

A Learning mentor was appointed in January 2017. A key focus of the role is to support vulnerable families and to improve the attendance & support early intervention for Pupil Premium children at an approximate cost of £12,000.

Professional development focused on attention difficulties, mental health & wellbeing & curriculum design, including Drama, Engagement & Active Learning and retention strategies at a cost of £2,500.

Trips and events were subsidised for eligible pupils at a cost of £1000. Clubs, including dance, singing, art nurture and geography club have been funded by school at a cost of £500 & Homework Club focuses on parental engagement and family support.

Speech & Language therapy at a cost of £2,200 has focused on early intervention for pupils with delayed speech and language.

Outcomes for pupils July 2019

Children Meeting the Expected Standard at the end of Key Stage 1 (14 FSM eligible and 17 Pupil Premium children)

	Reading	Writing	Maths	Science
National all Children	75%	69%	76%	82%
School Free School Meals	71%	86%	79%	79%
National Free School Meals	60%	53%	61%	69%
School Pupil Premium	76%	88%	82%	82%
National Pupil Premium	62%	55%	62%	71%

As a result of our specialist teaching, bespoke interventions, high expectations & inclusive approaches outcomes for our Free School Meal and Pupil Premium groups at the expected standard + stand significantly higher than similar groups nationally. For the Pupil Premium group outcomes are higher than for all children nationally. This is also the case for our FSM children in writing & maths. Outcomes for this group are close to national outcomes for all pupils in reading & science.

At the Greater Depth Standard, outcomes for this cohort are significantly higher than the national average for all children for both the Free School Meal and Pupil Premium groups across reading, writing & maths.

Early Years Foundation Stage (7 FSM eligible children & 7 Pupil Premium)

In the Early Years Foundation Stage 72% of our 7 FSM/ Pupil Premium children achieved a Good Level Development. This is in line with the national average for all children and the school average for all children.

Phonics Screen (4 FSM & 6 Pupil Premium)

In Year 1 75% of our 4 FSM & 67% of our Pupil Premium group achieved the Phonics Screen. FSM outcomes are in line with outcomes for all children at school (74%) and above the national average for FSM children (70%) but stand below the national average for all children at 82%. By the end of Year 2 94% of Pupil Premium had achieved the phonic screen. Phonics

Whole school attendance for 2018-19 stands at 94.6% for the Free School Meal children and 95.44% for the Pupil Premium group. For all children in school the average attendance stands at 96%. Mrs Murphy, the learning mentor worked closely with 4 families for whom attendance was a concern at below 90%. Working with a wide range of agencies and support groups, attendance was raised for 75% of the group.

The progress of our Pupil Premium children from all Early Years Foundation Stage starting points is at least in line with the average progress for all children nationally in 2018 & in many cases, particularly in writing it is higher. Evaluation of our strategy shows that from their starting points all children made good progress in terms of ability to access the curriculum and approaches to learning, including confidence and resilience.

In 2019-2020 school has been allocated a Pupil Premium Grant of £40,580

Objectives for pupils in planning Pupil Premium spending include:

- The provision of additional educational support to improve progress and raise standards of achievement
- To continue to narrow the gap between the achievement of Pupil Premium children and their peers, particularly in the current Year 2 cohort.
- To improve outcomes in the phonic screen in Year 1
- To continue to improve the attendance of the Pupil Premium children.
- To address underlying inequalities between Pupil Premium children and their peers
- To raise the confidence, esteem and aspirations of Pupil Premium children

School has carefully considered the “Barriers to Learning” of our current Pupil Premium children in determining our strategy. The Pupil Premium Grant will be used to fund:

- Continued provision of one to one and small group additional teaching led by our Pupil Premium champion and supported by our HLTA & Teaching Assistants
- Learning Mentor focusing on attendance, early intervention and family support
- Speech and Language Therapy
- Professional Development focusing on curriculum leadership, mental health & Metacognition and Self-Regulated Learning to enhance our provision, increase staff expertise and promote healthy minds, resilience and self-regulation
- To continue to fund additional teaching assistant time and additional nursery support to enable delivery of specific interventions, including ‘Mindful Lunchtimes’
- Homework club
- The wider curriculum and enrichment opportunities, including funding of trips and events

Pupil Premium Strategy 2019/20
Pupil Premium Allocation £40,580



Project	Approx cost	Barriers to Learning and planned outcomes
Additional teaching led by the Pupil Premium Champion, supported by the HLTA & TAs	£20,000	<p>Barriers Identification of individual barriers to learning, targeted support, individual programmes and classroom recommendations ('Bright Maths and literacy interventions, homework support, additional reading, phonics support)</p> <p>Outcomes Increased attainment, engagement, confidence and resilience. A cohesive approach and strong communication between all supporting services.</p>
Sustained role of the Learning Mentor.	£12,000	<p>Barriers Attendance and punctuality, medical needs, Parental support, vulnerable families</p> <p>Outcomes Early intervention, family support, management of medical needs, improved attendance and punctuality, outreach work & liaison with agencies, including Team around the School, interventions including Lego Therapy. Improved attendance, raised confidence, progress and attainment</p>
Speech & language therapy	£2,200	<p>Barriers Delayed speech and language development</p> <p>Outcomes Early intervention for pupils & increased chances of attaining age appropriate expectations, particularly in literacy by the end of Year 2.</p>
Professional development	£1,500	<p>Barriers Attention, esteem, self-regulation, anxiety issues and approaches to learning</p> <p>Outcomes</p>

		<p>Training: Metacognition & Self-Regulated Learning, Mental Health & Wellbeing Toolkit, BSS 'Stages of a Crisis' , Curriculum Leadership.</p> <p>CPD in Metacognition & Self-Regulated Learning complements existing approaches in supporting Pupils' understanding of learning needs, including working memory. Children engage with learning and are able to challenge themselves without anxiety, recognise their own feelings and moderate their own behaviours and attitudes.</p>
Additional Teaching Assistant time and nursery staffing ratio	£25,000	<p>Barriers Identified by PP Champion & Learning mentor-attendance, punctuality, maths, phonics and literacy interventions, reading and homework support, attitudes to learning. Additional TA time allows for TAs and teachers to address underlying issues and follow up on PP Champion advice.</p> <p>Outcomes Increased attendance, progress, attainment, self-regulation, resilience and positive attitudes to learning.</p>
Clubs run by school staff (singing, dance, art nurture, geography, homework)	£100	<p>Barriers Gaps in experiences, nurture, home support for pupils from vulnerable families.</p> <p>Outcomes Targeted pupils are not disadvantaged and are able to keep up with learning in the classroom.</p>
Enrichment opportunities, including funding of educational visits	£1,000	<p>Barriers Lack of opportunity to widen learning experiences outside of school.</p> <p>Outcomes Children from low income families are able to access school trips and additional opportunities.</p>

