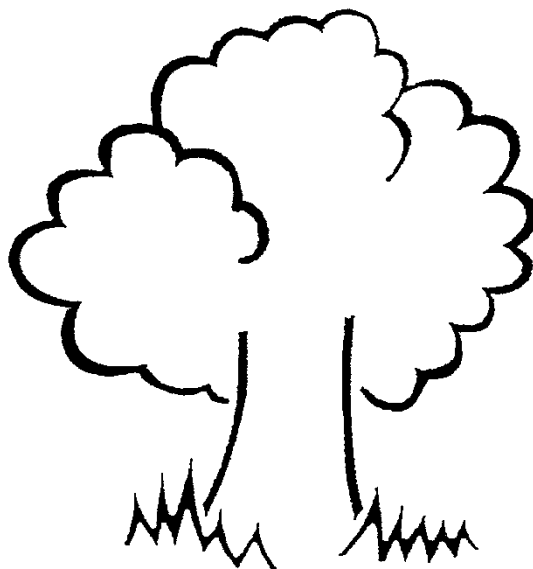


Pupil Premium Strategy

2023- 2025

Banks Road Infant and Nursery School



Pupil Premium Lead Teacher: Rachael Morris

Governor with responsibility for Pupil Premium: Sarah Williams

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding 2023-25 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Banks Road Infant & Nursery School
2023-24	
Number of pupils in school	170
Proportion (%) of pupil premium eligible pupils	FSM – 9 (5%) EYPP – 2 (1%) Service – 9 (5%) LAC – 0 Total – 20 (12%)
2024-25	
Number of pupils in school	155
Proportion (%) of pupil premium eligible pupils	FSM –8/155 (5 %) EYPP -0 (%) Service -9/155 (6%) LAC – 0 Total - 17 (11 %)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-25 2 years due to being an infant & nursery school
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024 July 2025
Statement authorised by	Carole Clemens Headteacher
Pupil premium lead	Rachael Morris
Governor lead	Sarah Williams

Funding overview

Detail	Amount
2023-24	
Pupil premium funding allocation this academic year	£13095 (FSM) £0 (LAC) £3015 (Service) £600 (EYPP) Total - £16710.00
Recovery premium funding allocation this academic year	£0
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	£16710.00
2024-25	
Pupil premium funding allocation this academic year	£10760 (FSM) £0 (LAC) £3060 (Service) £ (EYPP) Total - 13820
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	£13820

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- use the latest evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils
- ensure there is robust monitoring and evaluation in place to account for the use of Pupil Premium, by the school and governing body
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Social and emotional wellbeing
2	Phonics and reading
3	Writing
4	Extra-curricular opportunities, experiences, cultural capital
5	Engaging with school and attendance
6	Improving teaching of the wider curriculum – particularly in areas previously taught by an external provider

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
Children will have an increased access to learning, any social/emotional barrier to learning will be minimised.	<ul style="list-style-type: none"> • Children will be happy and settled in school • Children will have higher levels of engagement • Children will have a Boxall assessment when needs are identified. • Each year Boxall profiles will be reviewed in line with our identify plan, do, review strategy • Discussions with parents will feed into everyday practice • Children will be able to access check-in/talking time provision where appropriate • Children will be able to access the Rainbow group provision where necessary • Children will be able to focus on learning and make greater progress
Children's phonics skills will improve. More children will achieve the expected standard in reading by the end of year 1 (Phonics Screen) and	<ul style="list-style-type: none"> • The purchased progressive, synthetic phonics scheme will be disseminated & monitored throughout school to ensure consistent high quality first teaching, new staff will be trained and resources will be updated to ensure consistency. • Reading books will be closely linked to phonics phases to enable children to practice their skills.

<p>the expected writing standard by the end of Year 2 (End of KS1 assessments)</p>	<ul style="list-style-type: none"> • Interventions targeted to support development, with a focus on the lowest 20% • Target children will make good or accelerated progress. • Staff meetings will be allocated to improve phonics teaching, feedback and plan following Year 2 moderation (Summer 23).
<p>Writing</p>	<ul style="list-style-type: none"> • Target children will make good or accelerated progress. • A whole school writing strategy will be implemented with shared, consistent resources and teaching tools/strategies. • Staff meetings will be allocated for staff training and to share good practice.
<p>Disadvantaged children will have access to wider curriculum opportunities.</p> <p>Disadvantaged children will have free school milk, free milk and access to Breakfast Club and After School Club facilities where appropriate.</p>	<ul style="list-style-type: none"> • Funding to be allocated to ensure children can access: <ul style="list-style-type: none"> - Free school meals - Cool milk - Breakfast club - After school club - School trips - Year 2 residential - External providers coming into school e.g. author workshop for World Book Day, animal roadshow - Extra-curricular clubs
<p>Disadvantaged children will be engaged with school and have good levels of attendance.</p>	<ul style="list-style-type: none"> • Regular monitoring of attendance and social and emotional wellbeing • School to work with parents to overcome barriers to communication and attendance • External agencies will be referred to where appropriate
<p>Children will have an increasingly high quality wider curriculum.</p>	<ul style="list-style-type: none"> • Time provided for CPD of staff leading a curriculum area to develop learning for all pupils • Funding allocated to improving resources for specific subject areas. • Staff meetings allocated for each subject to enable staff to work collaboratively to develop teaching and learning (See SIP 23-24).

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **2021-2023** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving teaching of specific subjects - CPD, staff meetings, subject leadership time & monitoring	EEF Effective Professional Development Guidance Report https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1701073150	2, 3, 6
CPD - Assessment in the wider curriculum x 2 - Computing network - Best practice in year 2 - Ambitious curriculum for SEND - Leading EAL - Writing an effective pupil premium strategy - Maths hub	EEF Effective Professional Development Guidance Report	2, 3, 6, 4, 5

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

Budgeted cost: £8,000.00 (far in excess of this, budget used from elsewhere)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy interventions - Probes, 1:1 additional readers, small group writing support, additional phonics group support, GD groups	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2, 3

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social and emotional wellbeing support -Rainbow room -Armed forces club -Check in session -Talking time	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	1

<p>Funded school trips, residentials, wider curriculum opportunities such as author visits for World Book Day</p>	<p>Providing free access to our wider curriculum opportunities ensures they have access to the same opportunities as all children.</p>	<p>4</p>
<p>Increasing engagement with school and improving attendance</p> <ul style="list-style-type: none"> - Regular meetings, liaison with external agencies, social and emotional support, medical training - Support to access PP funding & external support 	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>4, 5</p>

Total budgeted cost: £17,200

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 2021-23 academic years.

Challenge 1 – Social and emotional wellbeing

Intended outcome - Children will have an increased access to learning, any social/emotional barrier to learning will be minimised.

Progress: Children are accessing our Rainbow Room and talking time provision.

Boxall profiles are used and reviewed to ensure accurate focus on areas for development

Check ins are now consistent across classes and year groups

Provision in place is supporting children to be able to access more within the classroom. There are currently 2 children who are finding this more tricky (additional SEND provision in place)

Challenge 2 – Phonics and reading

Intended outcome – Children’s phonics skills will improve.

Progress: Lowest 20% of readers are being monitored termly by the Reading Lead, PP & Inclusion Lead.

The number of children passing the phonics screen at the end of year 1 in June 2024 was 79.5% and at the end of year 2 was 89%.

Challenge 3- Writing

Intended outcome – A whole school writing strategy will be implemented with shared, consistent resources and teaching tools/strategies. Target children will make good or accelerated progress.

Progress: Talk for Writing is being implemented as a scheme across school. A new writing lead has been appointed with a focus on leading Talk for Writing across school. Observations in a neighbouring school have taken place. Staff meetings and a CPD plan are in place for the next academic year.

Predicted attainment for Writing at the end of Year 2 (June 2024) was 31.5% but actual attainment was 49.5%.

Attainment at the end of Foundation Stage in Communication & Language was 82% and in Writing was 66%.

Challenge 4 – Extracurricular opportunities

Intended outcome – Disadvantaged children will have access to wider curriculum opportunities and Breakfast Club and After School Club facilities where appropriate.

Progress: All children have had the opportunity to access this funding.

Next year, once eligible, families will be given a token book with vouchers for all of these things to ensure they are as accessible as possible.

Challenge 5 – Engaging with school & attendance

Intended outcome – Disadvantaged children will be engaged with school and have good levels of attendance.

Progress: Attendance continues to be monitored closely by the Inclusion Lead and Head Teacher. There are currently no concerns about attendance for our children eligible for PP funding.

Challenge 6 – Wider curriculum

Intended outcome – Children will have an increasingly high quality wider curriculum.

Progress: CPD over 2023-24 has been primarily focused on subject leadership and threads of learning. There is a clear CPD plan in place for 2024-25 continuing subject leadership focus and writing.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Social and emotional support, small group activity time with children in similar situations, discussion around emotions and strategies to express and manage these.
What was the impact of that spending on service pupil premium eligible pupils?	Children were settled and happy in school. Children could share experiences with children in similar situations. Children were able to build relationships with trusted adults to support their emotional wellbeing.

	<p>Concerns were discussed with parents promptly and appropriate intervention in place quickly with school and home working together to minimise upset/worry for the child and equip them with appropriate strategies.</p>
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Further information (optional)

Planning, implementation, and evaluation

Following analysis of data from the end of the Summer term as well as the initial baseline assessments, and in collaboration with class teachers, the following areas have been identified as points for development for children eligible for Pupil Premium this academic year:

In-school barriers (*issues to be addressed in school*):

- Academic support
- Social, emotional, behavioural needs
- Accessing extra-curricular experiences and activities

External barriers (*issues which also require action outside of school*):

- Emotional wellbeing support for families
- Financial support

Please see the planned expenditure and projected use of pupil Premium table below to see how these identified barriers will be addressed.

The impact of pupil premium funding will be monitored by Rachael Morris (PP lead teacher), Sarah Williams (governor with responsibility for PP) and Carole Clemens (Head Teacher) throughout the year with a formal review (at the end of this strategy) written at the end of each academic year.

Monitoring activities throughout the year:

- Work scrutiny
- Data analysis
- Intervention monitoring
- Case studies to measure impact