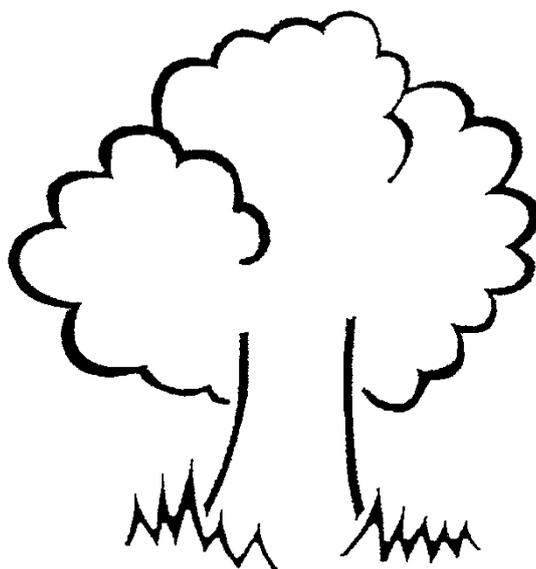


Pupil Premium Strategy

2021- 2023

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 (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 2021-2023 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
2021-22	
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	FSM – 13 - 6.8% Service – 8 - 4.2% LAC – 1 – 0.005% Total – 22 – 11.6%
2022-23	
Number of pupils in school	141
Proportion (%) of pupil premium eligible pupils	FSM – 10 7% Service – 8 6% LAC – 0 – 0% Total – 18 – 13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 & 2022/2023
Date this statement was published	November 2021 (reviewed October 2022)
Date on which it will be reviewed	July 2023
Statement authorised by	Carole Clemens Headteacher
Pupil premium lead	Rachael Morris
Governor lead	Sarah Williams

Funding overview

Detail	Amount
2021-22	
Pupil premium funding allocation this academic year	£17485 (FSM) £2345 (LAC) £2480 (Service) Total - £22310
Recovery premium funding allocation this academic year	£2030
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	£24340
2022-23	
Pupil premium funding allocation this academic year	£13450 (FSM) £0 (LAC) £2480 (Service) Total - £15930
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	£15930

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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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	Maths – filling in the gaps left by Covid, recovery
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. • 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"> • A progressive, synthetic phonics scheme will be purchased, staff will be trained and disseminated throughout school to ensure consistent high quality first teaching • 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"> • National Tutoring Programme will be used to target children’s phonics, reading and writing skills • Target children will make good or accelerated progress.
<p>Children’s basic maths skills will improve. More children will achieve the expected standard in Maths by the end of Year 2 (KS1 assessments). The impact of Covid on the children’s learning will be minimised.</p>	<ul style="list-style-type: none"> • Basic skills interventions will be embedded within the timetable in all year groups (Number sense) • Daily dollops of basic maths skills will be embedded within KS1 (Number sense/Mastering number) • Staff meeting time to be allocated to share maths best practice • Staff to access maths recovery curriculum (NCETM)
<p>Disadvantaged children will have access to wider curriculum opportunities. 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
<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 be covered by GM – develop learning for all pupils • Funding allocated to improving resources for specific subject areas – this year funding will be used to improve Music provision as we will no longer be using an external provider

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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving teaching of music - CPD, resources etc	Our music curriculum has been taught primarily by an external provider for the last 5-6 years. CPD will ensure our staff are aware of the latest strategies and programmes to enable our children to access a wider curriculum and make the best progress they can. A boost to our music resources budget will ensure we have adequate resourcing to teach the curriculum.	6
Senior Mental Health Lead training - Accessing grant, supply costs, accessing training and resources	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
Maths CPD (Maths HUB, Mastery in number, Number-sense) - Accessing training, supply costs, feedback to staff	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	3

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

Budgeted cost: £21,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>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</p>	2
<p>Literacy interventions</p> <ul style="list-style-type: none"> - Probes, 1:1 additional readers, small group writing support, additional phonics group support 	<p>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</p>	2
<p>Maths interventions</p> <ul style="list-style-type: none"> - Basic skills boost, number sense, small group sessions 	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	

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

Budgeted cost: £6000.00

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
Funded school trips, residentials, wider curriculum opportunities such as author visits for World Book Day	Providing free access to our wider curriculum opportunities ensures they have access to the same opportunities as all children.	4
Increasing engagement with school and improving attendance - Regular meetings, liaison with external agencies, social and emotional support, medical training	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

Total budgeted cost: £29,000.00

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 2020 to 2021 academic year.

Behaviour and emotional support

- Children have been supported in Nurture sessions twice weekly by our Nurture qualified TAs
- In addition children have received additional social & emotional support in small groups, 1:1 and at playtimes to develop their social skills and support their emotional wellbeing, enabling them to access and focus on their learning when in the classroom

Music provider in all year groups to develop learning for all pupils inc disadvantaged

- Rattle and Roll sessions were provided to all our children in main school, enriching their music curriculum
- During this time class teachers were released to work with disadvantaged and other PP from parallel class 1:1 on focused areas of need to boost their learning in curriculum areas

CPD - Teachers and TAs trained specifically in new teaching approaches to also be used in interventions e.g. 'The Write Stuff' and Maths fluency.

- Class teachers have been trained in new teaching approaches – The Write Stuff, Number Sense and Mastery in Number
- Key Stage 1 TAs have been upskilled in specific curriculum areas to carry out effective interventions

Interventions for disadvantaged pupils to achieve in Phonics inc. small group daily phonics, Probes, extra reading, NTP and detailed assessments

- Children have had learning boosted/learning gaps filled as necessary across all areas of the curriculum – cognition & learning, communication & interaction, physical skills and social and emotional wellbeing. Please see our detailed intervention monitoring reports for further details.

Maths Leader to provide training for teachers and TAs to support interventions, pre-teach, catch-up and fluency lessons

- The Maths Lead has been able to disseminate new Maths curriculum information regarding Number Sense, Mastery in Number and the NCETM Recovery curriculum to ensure the impact of Covid is minimised and we can fill any gaps in learning

- A Maths TA specialist has received additional training and is signed up to the Maths Hub for further training and support.

Time provided for CPD of staff leading a curriculum area – to be covered by GM – develop learning for all pupils

- Following Covid closure staff have begun re-establishing their roles as curriculum area lead and we now have an expected standard for all subject leaders to follow.

Providing free access to breakfast club, school trips -targeted financial support for PP

- Our disadvantaged children were able to access facilities that are usually paid for by parents/parental contributions.

Externally provided programmes

Programme	Provider
National Tutoring Programme	Connex Education

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?	<p>Children were settled and happy in school.</p> <p>Children could share experiences with children in similar situations.</p> <p>Children were able to build relationships with trusted adults to support their emotional wellbeing.</p> <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>

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
- Medical 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 impact statement written in July.

Monitoring activities throughout the year:

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

October 2022 Update (optional)

Challenge	Intended outcomes	Progress so far
1 Social and emotional wellbeing	Children will have an increased access to learning, any social/emotional barrier to learning will be minimised.	Children's emotional wellbeing is supported effectively. The Senior Mental Health Lead has now completed DfE approved training. Further training is booked for Youth and Adult Mental Health First Aid for this academic year. Further information can be found within the SIP 2022-23.
2 Phonics and reading	Children's phonics skills will improve. More children will achieve the expected standard in reading by the end of year 1 (Phonics Screen) and the expected writing standard by the end of Year 2 (End of KS1 assessments)	A new phonics scheme has been purchased – Floppy's Phonics and has been rolled out across FS2 & Y1. FS1 are considering other programmes to support phase 1 teaching. At the end of Year 2 66% of children achieved the expected standard in Writing. Further information can be found within the SIP 2022-23.
3 Maths – filling in the gaps left by Covid, recovery	Children's basic maths skills will improve. More children will achieve the expected standard in Maths by the end of Year 2 (KS1 assessments). The impact of Covid on the children's learning will be minimised.	Mastering number is now embedded within KS1 and is being rolled out into FS2. This is evidenced to have a positive impact on children's basic maths skills and staff have noticed improvements in skills. At the end of Year 2 66% of children achieved the expected standard in Maths.
4 Extra-curricular opportunities, experiences, cultural capital	Disadvantaged children will have access to wider curriculum opportunities. Disadvantaged children will have free school milk, free milk and access to Breakfast Club and After School Club facilities where appropriate.	Children in receipt of Pupil Premium funding have access to our wrap-around care. Last year Pupil Premium funding was used to support children attending trips to Manor Farm, Bluebells Dairy and the Year 2 Residential.
5 Engaging with school and attendance	Disadvantaged children will be engaged with school and have good levels of attendance.	Children in receipt of Pupil Premium funding continue to have good attendance. One child eligible for funding was monitored closely due to attendance concerns. Parent meetings and support were implemented and this half term attendance has been 100%.
6 Improving teaching of the wider curriculum – particularly in areas previously taught by an external provider	Children will have an increasingly high quality wider curriculum.	Maths teaching and approached have been reviewed with staff training, meetings and CPD opportunities. Due to changes in our music provision our Music Subject Lead has facilitated access to 'Charanga' and funding has been allocated to re-sources to support our teaching and learning in Music.