

## 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 Autumn	Spring	Summer
School Name	Basnett Street Nursery School	→	→
Number of pupils in school	76	92	105
Proportion (%) of pupil premium eligible pupils	30%	33%	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022	→	→
Date this statement was published	Dec 2021	March 2022	
Date on which it will be reviewed	Termly with updated numbers and finance and review of strategies	Full review Dec 2022	→
Statement authorised by	Lindsay Ingham	→	→
Pupil premium lead	Lindsay Ingham	→	→
Governor / Trustee lead	Helen Mansfield	→	→

## Funding overview

Detail	Autumn	Spring	Summer
Pupil premium funding allocation this academic year	£2,011.35	£26,23.50	
Recovery premium funding allocation this academic year	£0.00	£0.00	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00	£0.00	
<b>Total budget for this academic year (BUDGETED AMOUNT)</b>  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£6,034.05	£0.00	

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

## Challenges

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

Challenge number	Detail of challenge
1	Low levels of speech development on entry.
2	Low levels of exposure to books/reading opportunities in the home environment.
3	Low levels of listening and attention skills on entry.
4	Limited experiences of the outdoor world and the world around them.
5	Low levels of PSED on entry.

## 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
Raised attainment on exit from 20% working with abilities typical on exit in The World.	Children will have an understanding of the world around them and can talk about the changes they have observed personally through the seasons and growth.  They will show care and concern for living things and understand how to keep the natural world safe.  They will be able to make comparisons between things they have seen and

	<p>experienced, making links in their learning.</p> <p>They will have developed an understanding of growth, decay and changes over time and will show a growing understanding of the impact of their behaviour on the environment.</p> <p>Children will begin to be able to describe some plants and animals that they are likely to see and recognise those familiar living things.</p> <p>They will also be able to begin to talk about the changing seasons and their effect on the natural environment.</p>
<p>Raised attainment on exit from 36% working with abilities typical on exit in C&amp;L.</p>	<p>Children will be able to concentrate on what others say and respond appropriately.</p> <p>They will also begin to show an understanding of the need to listen carefully, asking questions to further clarification.</p> <p>Children will be able to use complex sentences of 4-6 words in the past and present tense and also demonstrate a growing use of learnt new vocabulary in context.</p>
<p>Raised attainment on exit from 40% working with abilities typical on exit in reading.</p>	<p>Children will be able to identify characters within stories and will begin to demonstrate the ability to be able to talk about stories, demonstrating understanding and enjoyment.</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: £776.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver training on the forest school principles to supporting learning through the curriculum.	High number of new staff and the loss of the forest school leader means that this training is require in order for staff to understand our outdoor curriculum, our ethos and pedagogy to its delivery.	4
Training to be arranged on Eklan and implementation into practice	High number of new staff not had previous training.  Refresher useful for long standing staff due to the time lapse.	1, 3.
Training to be arranged on Makaton and implementation into practice	High number of new staff not had previous training.  Refresher useful for long standing staff due to the time lapse.	1
Training to be delivered on sustained shared thinking	As a key pedagogical approach to the delivery of our curriculum, new staff need to understand what this is and its effectiveness and impact on the quality of teaching and learning once mastered.	1, 3, 4.
Re-purchase more books in dual language to meet the needs and first language of our children and families.	Books available for children to take home that can be shared in first language.	2

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

Budgeted cost: £9,932.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Create a lead SEND practitioner role	<p>Intervention will be delivered in a timely manner and frequently.</p> <p>TLP's will be delivered and reviewed and re-written personalised to the needs of each individual child.</p> <p>Time will be allocated for the practitioner to work closely with the private in-house SPLT, supporting professional development and quality delivery of intervention.</p> <p>Communication with parents will be enhanced.</p> <p>Wellcomm and ICAN boost will be delivered to close the gap for communication and language development.</p>	1, 3, 5.
Private in house SPLT be purchased	Fortnightly specialist SPLT input.	1, 3, 5

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

Budgeted cost: £880.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training on attachment aware and behaviour regulation.	High number of new staff will be fully trained and understand the eths of the school. Refresher for long standing staff to support the review of the embedded policy.	5

**Total budgeted cost: £11,588 (£6,034 EYPP funding, £5,554 School Budget)**

## Part B: Review of outcomes in the previous academic year

### Teaching priorities for previous academic year 2020-2021

Measure	Activity	Evidence of Impact
Implement through Covid safe practice ICAN Boost interventions.	Deliver ICAN Boost interventions at least twice weekly.	EYPP children Attainment: 36% exited working with abilities typical in communication and language and 33% in speaking in 20-21, compared to 33% in C&L and 22% in speaking. Progress: 67% made rapid progress in C&L and 60% in speaking in 2020-2021, compared to 28% in C&L and 17% in speaking in 2019-2020.
To effectively implement the schools agreed Attachment Aware Behaviour Regulation Policy, implementing behaviour support plans, as necessary.	Use FAGUS as necessary to support the writing of behaviour support plans. Policy implemented and embedded throughout provision to support positive attachments and behaviour regulation.	Fully embedded. Developments to behaviour regulation plans and TLP support developed. FAGUS is not a useful tool for the youngest stages of development. We need to explore this further, but to date our personalised approach, devising window of tolerance plans are providing successful in our approach and are good tool to use for all staff to understand and follow across the whole setting.
In planning ensure a key focus on number and reading throughout provision to raise progress in these areas.	Ensure number opportunities and reading opportunities are across all areas of provision to purposefully support the extension of learning.	All continuous provision has been reviewed I line with the new curriculum. LTP's have been developed to ensure sequential learning, with support and both challenge across the areas of provision.
Impact	ICAN delivered at least twice weekly. 60% of EYPP children made rapid progress in 2020-2021, compared to 17% in 2019-2020 in speaking. Fagus has found to not be a great tool in supporting younger children.	

	<p>We have devised window of tolerance support plans that are in line with our attachment aware approach. In reading progress raised from 17% making rapid progress in 2019-20 to 60% making rapid progress in 2020-2021.</p>	
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### Wider strategies for previous academic year

Measure	Activity
To raise achievement in C&L	<p>INSET training to be delivered in Elklan as a refresher.</p> <p>Elklan to be used to support the teaching of vocab.</p> <p>Elklan to be used to support the different stages of attention.</p> <p>Makaton refresher training to be delivered.</p>
Barriers to learning these priorities address.	<p>Low Attendance</p> <p>Low levels of speech for children on entry to nursery.</p>
Projected spending	£5,300
Impact	<p>Progress raised in C&amp;L from 28% making rapid progress to 67% making rapid progress across 20-21.</p> <p>Attainment raised from 33% to 36% exited working with abilities typical in C&amp;L.</p>