

# Pupil Premium Strategy Statement 2022 -2023

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 in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

| Detail  | Data<br>Autumn   | Spring                  | Summer |
|---|--|-------------------------|--------|
| School Name   | Basnett Street<br>Nursery<br>School                              | →                       | →      |
| Number of pupils in school  | 94   |                         |        |
| Proportion (%) of pupil premium eligible pupils   | 20%  |                         |        |
| Academic year/years that our current pupil premium strategy plan covers<br>(3-year plans are recommended) | 2022-2023  | →                       | →      |
| Date this statement was published   | Dec 2022   |                         |        |
| Date on which it will be reviewed   | Termly with updated numbers and finance and review of strategies | Full review<br>Dec 2023 | →      |
| Statement authorised by   | Lindsay<br>Ingham  | →                       | →      |
| Pupil premium lead  | Lindsay<br>Ingham  | →                       | →      |
| Governor / Trustee lead   | Helen<br>Mansfield   | →                       | →      |

## Funding overview

| Detail  | Autumn    | Spring | Summer |
|---|-----------|--------|--------|
| Pupil premium funding allocation this academic year   | £2,114.70 |        |        |
| Recovery premium funding allocation this academic year  | £0.00     | £0.00  | £0.00  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0.00     | £0.00  | £0.00  |
| <b>Total budget for this academic year (BUDGETED AMOUNT)</b><br><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £6,344.10 | →      | →      |

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is to meet the needs of every child. Children from disadvantaged backgrounds often arrive with limited experiences due to the family challenges they have often faced. Our school is set in an area of high deprivation. On entry data demonstrates an increasing trend in the number of children entering with abilities significantly lower than the expected standard. Our curriculum is designed to take into account these low needs and ensure accelerated progress to close the gap and raise the number of children meeting the overall expected standard on exit. Our curriculum meets the needs of the whole child and enables individual provision to be made for individual needs. This therefore, puts children who have faced challenges to be supported according to personal need with the attachment aware and behaviour regulation policy underpinning our whole approach.

Data is used effectively to support the targeting of provision. This alongside the knowledge of our children and families is used to support the writing of this EYPP Strategy Statement. Data demonstrates the effective impact of our intent, demonstrating that our disadvantaged children make accelerated progress and a rising trend in a reducing attainment gap.

## 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                | Limited experiences of the world around them, limiting their ability to talk about past and future experiences. The pandemic has also limited community involvement and access to experiences with their local community. This also limits their creativity and ability to be creative, due to limited experiences overall. |
| 4                | Low independence skills and the ability to manage themselves and meet their own needs.  |
| 5                | Limited experience of number and arrive with no understanding or ability to use number in play.   |

## 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   |
|--|--|
| <p>Raised attainment on exit from 54% working with abilities typical on exit in Speaking.</p>  | <p>ICAN Boost strategy will underpin weekly provision, and no longer will be group intervention. The majority of children now need this extra support, so it will form part of our universal offer.</p>                |
| <p>Raised attainment on exit from 42% working with abilities typical on exit in word reading.</p>  | <p>Library will be replenished to support and encourage children to read at home.</p> <p>Deliver parent play and stay sessions to support and promote the importance of reading to children.</p>                       |
| <p>Raised attainment on exit from 56% working with abilities typical on exit in past and present and people, culture and communities.</p> <p>Raised attainment in creating with materials from 46% working with abilities typical on exit.</p> | <p>LTP will plan for visitors/experiences to be delivered and provided in nursery to support and extend learning.</p> <p>EYPP children to be targeted in the planning for the art room, using interests to engage.</p> |
| <p>Raised attainment on exit from 54% working with abilities on exit in managing self.</p>   | <p>New furniture implemented for continuous provision to further support the ease of tidying up and accessing resources.</p>   |
| <p>Raised attainment on exit from 50% working with abilities on exit in number.</p>  | <p>Subject leader to monitor SIP impact on the EYPP children.</p> <p>Subject leader to deliver training on maths, focussing on the role of the adult in supporting the development of maths.</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: £5781.20

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| ICAN Boost planned into daily provision.  | 85% of the children have entered working below the expected standard in speaking, with 57% working significantly below.  | 1                             |
| Replenish reading materials for library, including texts for EAL.                                 | Due to the low level of development of our children this year, some of the reading books in the library are aimed at too high a level for home learning. Therefore, we will review and replenish, paying particular account to our EAL and SEND needs. | 2                             |
| Deliver parent play and stay sessions to model and promote the importance of reading to children. | Lack of understanding from parents in understanding the importance of reading and sharing books.   | 2                             |
| New furniture purchased for continuous provision.   | Crates and 2 <sup>nd</sup> hand furniture has been used to support provision in the past, but this can sometimes limit the ease of displaying resources and support the independence for children tidying.   | 4                             |
| Deliver INSET training on the role of the adult in teaching and learning maths.                   | Data demonstrates that overall children are low in maths, and for the EYPP children, there is a significant gap in attainment in the area of number.   | 5                             |

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

Budgeted cost: £3931.20

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Wellcomm will be delivered to the children working significantly below the expected standard. | Data demonstrates that Wellcomm can lead to accelerated progress and close the gap in achievement. | 1                             |

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

Budgeted cost: £2000

| Activity  | Evidence that supports this approach                                      | Challenge number(s) addressed |
|---|---|-------------------------------|
| Planning of visitors and experiences into nursery to support and extend learning. | Low level of experiences for children to use to link learning and extend. | 3                             |
| Engage in number day.   | Invite parents in and engage in number activities.                        | 5                             |
| Engage in World Book Day.   | Invite parents in and model reading stories to the children.              | 2                             |

**Total budgeted cost: £11,712.40 (£6,344.10 EYPP funding, £5,568.30 School Budget)**

## Part B: Review of outcomes in the previous academic year 2021-2022

### Outcomes for disadvantaged pupils

Data demonstrates that we achieved the intended outcomes for our disadvantaged children through the interventions and targeted support we provided throughout the academic year 2021-2022:

- Attainment was raised in The World and 50% of our EYPP children left working at the expected standard, demonstrating an increase in attainment of 30% compared to the previous year.
- Attainment was raised in communication and language with 54% exiting working at the expected standard, demonstrating an increase in attainment of 18% compared to the previous year.
- Attainment was raised in reading with 42% of our EYPP children exiting working at the expected standard, demonstrating an increase in attainment of 2% compared to the previous year. The overall gap has narrowed in this area by 4%. This is still an area that requires targeting throughout 2022-23. Data also demonstrates that the targeted support has also impacted positively on all our children, but data does demonstrate its impact on our most vulnerable children, reducing the overall attainment gap by 2%.

The EYPP children as in previous years, make accelerated progress and this applies to a higher % of EYPP children than non-EYPP.