

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Basnett Street Nursery School
Pupils in school	95
Proportion of disadvantaged pupils	18 (19%)
Pupil premium allocation this academic year	£6010
Academic year or years covered by statement	18-19
Publish date	01 December 2019
Review date	01 November 2020
Statement authorised by	Lindsay Ingham
Pupil premium lead	Lindsay Ingham
Governor lead	Helen Mansfield

## Disadvantaged pupil progress scores for last academic year – 18-19

Area	Score
Personal, social and emotional development	58% made rapid progress, 9% more than typical, 6% typical, 6% less than typical (18%/2 children left).
Communication and language	64% made rapid progress, 9% more than typical, 6% typical, 3% less than typical (18%/2 children left)
Physical	64% rapid, 5% more than typical, 9% typical (18%/2 children left)
Reading	55% made rapid progress, 18% more than typical, 9% typical (18%/2 children left)
Writing	73% made rapid progress, 9% more than typical (18%/2 children left)
Maths	78% made rapid progress, 5% more than typical (18%/2 children left)

## Strategy aims for disadvantaged pupils – 18-19

Aim	Action	Evidence of Impact	Target Date
To increase progress in The World	<ul style="list-style-type: none"> <li>• Further develop outdoor provision using the forest school principled approach.</li> <li>• Further develop planning systems for the outdoors, adopting the forest school principled approach across all areas.</li> <li>• Further develop staff's knowledge and understanding of forest school ethos to improve the quality of</li> </ul>	<p>Quality of the environment and teaching and learning was outstanding. The Lancashire Pennine farm experience did not prove to be successful due to conditions with the company beyond our control. However, the forest school leader did deliver intervention groups for targeted children to undertake nurture work within the allotment area.</p> <p>Progress data demonstrates a dip in progress by 21%. This was due to the difficulties amongst this cohort (see evaluation of 18-19 SIP). This data has been used to inform 19-20 SIP.</p>	July 2019

	<p>teaching and learning</p> <ul style="list-style-type: none"> <li>• Pennine Lancashire community farm to work with groups of children.</li> <li>• Provide the Living chicks experience.</li> </ul>		
<p>Raise progress for Children identified with lower than expected levels of language on entry.</p>	<p>Additional staffing to enable language support intervention.</p>	<p>Progress data demonstrates a dip in progress by 15%. This was due to the difficulties amongst this cohort (see evaluation of 18-19 SIP). This data has been used to inform 19-20 SIP. We also relied on just the NHS SPLT due to funding issues, so therefore, SPLT support was not as intense for the top triangle children identified in ICAN Boost.</p>	<p>July 2019</p>
<p>Increase in the number of children accessing the outdoors.</p>	<p>Training to be delivered to parents to further develop their knowledge and understanding of the health benefits to accessing the outdoors.</p>	<p>The change to how we organised provision had a positive impact. Attendance raised by 3%. We knew that attendance was being affected by set forest school days. The change this has</p>	<p>July 2019</p>

		<p>had a slight impact on the overall attendance of this vulnerable group.</p> <p>All children had daily access to all the areas of provision, including forest/woodland and the new allotment.</p> <p>This was not happening under the previous system due to poor attendance on the set forest school days.</p>	
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## Teaching priorities for current academic year

Measure	Activity	Target date
To further improve children's behaviour and emotional well-being ensuring 64% of children will make at least more than typical progress across PSED.	<p>Staff training on attachments.</p> <p>Undertake the attachment and trauma sensitive schools' approach.</p> <p>To write a behaviour regulation policy, implementing and embedding new strategies into provision.</p> <p>To implement individual regulation plans as necessary.</p>	July 2020
To raise progress in speaking from 73% of children making at least more than typical progress.	<p>Increase staffing to ensure ICAN Boost intervention to be used.</p> <p>Speech Bubble to be accessed to support children with significant speech difficulties.</p>	July 2020

## Wider strategies for current academic year

Measure	Activity
To deliver parent workshops to support parents with parenting strategies to support their children's behaviour and managing their feelings.	Parent course to be delivered using strategies developed in school. Support parents to understand their impact on children and how their behaviours can impact on children's behaviours. Support parents to understand the importance of attachments and the key role they play in developing healthy and positive relationship with their children.
To support children experiencing speech difficulties.	<p>ICAN Boost intervention to be used.</p> <p>Speech Bubble to be accessed to support children with significant speech difficulties.</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	£6000