

Pupil Premium Strategy Statement 2023-2024

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 Autumn	Spring	Summer
School Name	Basnett Street Nursery School	→	→
Number of pupils in school	91		
Proportion (%) of pupil premium eligible pupils	24%		
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2024	→	
Date this statement was published	Nov 23		
Date on which it will be reviewed	Termly with updated numbers and finance and review of strategies	Full review Nov 24	→
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	£2,864.40		
Recovery premium funding allocation this academic year	£0.0		
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00	£0.00	£0.00
Total budget for this academic year (BUDGETED AMOUNT) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£8,593.20	→	

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 communication and language on entry.
2	Low levels of exposure to books/reading opportunities in the home environment impacts on low literacy skills.
3	High level of SEND, particularly impacting social and communication skills.
4	Limited home experiences with toys/resources that promote creativity.
5	Limited experiences impact on children's imaginative play skills and their understanding of how to engage in play.
6	Increased family welfare needs.

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>1. Raised progress in C&L from 76% making accelerated progress.</p>	<p>Planning is effective in linking learning through story to make learning meaningful and purposeful and bridge the gap in experiences.</p> <p>Langauge rich environment through further professional development for new staff in using SST</p>
<p>2. Raise the level of EYPP children in literacy working below (41% on entry) to at least working at on exit.</p>	<p>Subject leader monitoring demonstrates that the EYPP children consistently make accelerated progress across the year.</p>
<p>3. To increase space to provide enhanced/adaptive support.</p>	<p>Space provided to effectively enable adaptive support for our most vulnerable children.</p> <p>The quality of teaching and learning for our SEND children is at least good.</p> <p>Teaching and learning observations demonstrate that the SEND/behavioural needs of our children are being met.</p>
<p>4. Raised attainment from 63% WA on exit in Exploring Arts and Design.</p> <p>Raised accelerated progress from 77% in Exploring Arts and Design</p>	<p>Story links learning across the whole of the Exploring Arts and Design curriculum ensuring learning is meaningful and purposeful.</p> <p>Music will be taught systematically in line with the Lancashire Red Rose Communication, Language and Literacy Phonological Awareness Scheme.</p>
<p>5. Raised attainment from 63% WA on exit in Exploring Arts and Design.</p> <p>Raised accelerated progress from 77% in Exploring Arts and Design</p>	<p>Core books and associated learning is supported with first-hand experience through the most accessible form.</p>
<p>6. The quality of Early Help provided demonstrates a positive impact on our families' outcomes.</p>	<p>Family support worker role implemented to support and further enhance the early help offer.</p>

FSW to further support the attendance monitoring and increase overall attendance.

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: £6844.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Planning links learning from the core book across the arts continuous provision to make learning meaningful and purposeful. • CPD to ensure all new staff understand the key pedagogical strategy of SST, to model, scaffold and extend play and learning, creating a language rich environment. • Planning to target boys and their interests across communication, language, and exploring arts and design curriculum. • Purchase a range of non-fiction books to support learning across the core-book system. • Implement the use of the ipad to support children to learn how to use as a tool to support learning 	<p>To learn effectively children need to be able to build upon prior learning. Limited experiences, prior learning support can impact this. Our curriculum is designed to fill in these gaps. Focussed links in learning will support identified gaps.</p>	1
<ul style="list-style-type: none"> • Implement the use of the Lancashire Red Rose Communication, Language and Literacy Phonological Awareness Scheme. • Embed the use of Talk4Writing. 	<p>Systematic phonics programme to support children's communication, language and literacy skills.</p>	2

<ul style="list-style-type: none"> Continue implementation of Helicopter Stories. 		
<ul style="list-style-type: none"> Implement the use of The Retreat to provide adaptive provision. Increase staffing to meet the high needs of SEND. CPD on sensory processing needs to support effective provision and the meeting of need. 	Adaptive provision is required to ensure all children's needs are met in order for them to be well regulated and be able to access mainstream provision successfully.	3
<ul style="list-style-type: none"> Planning links story across the whole of the Exploring Arts and design Curriculum ensuring learning is meaningful and purposeful. Music to be taught systematically in line with the Lancashire Red Rose Communication, Language and Literacy Phonological Awareness Scheme. 	Lancashire Red Rose Communication, Language and Literacy phonics programme is a systematic approach to teaching C&L and Literacy.	4
<ul style="list-style-type: none"> Planning to ensure all imaginative play opportunities are based upon prior knowledge and/or first hand experiences. Staff use SST as the pedagogical approach of modelling play, thinking, and learning through the resources available. 	Rich prior learning experiences are used effectively to support future learning, providing the natural link for children. SST is a modelled approach that supports children to understand play opportunities, develop their creativity and independence and understand what resources are and what they can be used for.	5

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

Budgeted cost: included in above cost

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of The Retreat.	Sensory processing work designed to support children's regulation to be able to effectively access mainstream provision and learning.	3

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

Budgeted cost: £2880

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> FSW to support parents and deliver training/information sessions in any identified needs. 	Early help is effective in ensuring the best outcomes for children and their families.	6
FSW to monitor attendance and work closely with families where attendance is a concern.	As above	6
<ul style="list-style-type: none"> FSW to write and complete EHA's for vulnerable families as possible need identified. 	As above	6
<ul style="list-style-type: none"> FSW to lead on TAF's and support the family in line with individual need. 	As above	6

Total budgeted cost: £9724.80 (£8593.20 EYPP funding, £1131.60 School Budget)

Part B: Review of outcomes in the previous academic year 2022-2023

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 2022-2023:

- Attainment was raised in Speaking and 69% of the children exited WA.
- Attainment was raised in Word Reading and 63% exited WA.
- Attainment was raised in past and present and people, culture and communities and 71% exited WA.
- Attainment was raised in creating with materials and 46% exited WA.
- Attainment was raised in managing self and 79% exited WA.
- Attainment was raised in Number and 74% exited WA.
- The gap between EYPP children and non-EYPP children has been closed, as indicated by the school's internal summative assessment data.
- The EYPP children as in previous years, make accelerated progress and this applies to a higher % of EYPP children than non-EYPP.