

Pupil Premium Strategy Statement 2024-25

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 | 88 | | |
| Proportion (%) of pupil premium eligible pupils | 23% | | |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2024-25 | → | |
| Date this statement was published | Nov 24 | | |
| Date on which it will be reviewed | Termly with updated numbers and finance and review of strategies | | → |
| 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 | £2,226 | | |
| 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) | £6,678 | → | |
| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | | | |

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 physical skills on entry. |
| 3 | High level of SEND, particularly impacting on PSED (self-regulation) and Physical development outcomes. |
| 4 | Low levels of PSED skills on entry, particularly in the aspect of self-regulation. |
| 5 | Low levels of play skills |
| 6 | Lower attendance |

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. Children's will develop a love of story, with core books being used to progressively teach the communication and language curriculum systematically, retaining and building upon prior knowledge.</p> | <p>Vocabulary rich environment. Vocabulary planned and taught progressively. High quality teaching evidencing that the communication and language curriculum is being taught systematically and progressively. High quality planning delivered.</p> |
| <p>2. Raised attainment in the number of EYPP children WA on exit in physical development from 50%</p> <p>Raised progress in the number of EYPP children making accelerated progress in physical development from 56%</p> | <p>The Curriculum for physical development is a systematic progression of skills.</p> <p>High quality teaching ensures systematic and explicit teaching of key skills.</p> <p>A broad and balanced curriculum in line with the Best Start/EEF pedagogical continuum ensures high quality teaching and impact on teaching and learning.</p> |
| <p>3. Raised progress in the number of EYPP children making accelerated progress in physical development from 56%</p> <p>Raised progress in the number of EYPP children making accelerated progress in self-regulation from 44%</p> | <p>The retreat provision effectively supports the development of the early curriculum key skills.</p> <p>Children's individual plans will take account of the professional advice alongside assessments across the curriculum areas, ensuring a broad and balanced curriculum appropriate to development stage.</p> <p>Planning for the retreat provision to ensure adaptations are planned for to meet all needs.</p> |
| <p>4. Raised attainment in the number of EYPP children WA on exit from 36%</p> <p>Raised progress in the number of EYPP children making accelerated progress in self-regulation from 44%</p> | <p>The Curriculum for PSED (self-regulation) development is a systematic progression of skills.</p> <p>High quality teaching ensures systematic and explicit teaching of key skills.</p> <p>A broad and balanced curriculum in line with the Best Start/EEF pedagogical</p> |

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| | <p>continuum ensures high quality teaching and impact on teaching and learning.</p> <p>The teaching of executive function underpins the curriculum for self-regulation and is evident in teaching and learning.</p> |
| 5. High levels of engagement of the EYPP children across all areas of learning, with resources being used purposefully through play. | High quality teaching that is underpinned by the use of the pedagogical strategy of sustained shared thinking; with modelling and scaffolding of learning being key to supporting learning and extending. |
| 6. Attendance for the EYPP children is raised from 83% | <p>Strategies implemented to date are maintained through the staff changes in order to maintain the positive work undertaken to date.</p> <p>The role of DHT starting January 25 will pick up the role of pastoral lead and continue the work of attendance lead.</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: £1,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <ul style="list-style-type: none"> Literacy (inc storytelling) training to further develop quality first teaching through shared reading and shared text time, and the teaching of vocabulary, to promote the development of C&L and foster the love of reading. Literacy consultant support to support implementation of training. Planning to use stories to support learning across all areas of learning, including the teaching of | <p>Best Start 3 – “For older children in the EYFS, shared reading is a powerful context for conversation. When adults use a book as the focus for conversation, it helps children to learn new vocabulary and more complex forms of language”.</p> <p>Book Trust - “Book Trust concludes that children who read well are more likely to:</p> <ul style="list-style-type: none"> overcome disadvantage caused by inequalities | 1 |

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|---|---|---|
| <p>communication and the teaching of vocabulary.</p> <ul style="list-style-type: none"> • Planning of the core book to provide an immersive environment for children to learn in, providing awe, wonder, a love of reading, and a thirst for learning and importantly support the linking of learning. | <ul style="list-style-type: none"> • be happier and healthier and experience better mental well-being and self-esteem • do better at school and make more progress across the curriculum • develop empathy and creativity.” | |
| <ul style="list-style-type: none"> • Curriculum review ensures a clear outline of the progressive sequence for the development of fundamental movement skills, locomotive skills, stability skills and manipulative skills across gross and fine motor aspects of learning. • Staff training on the teaching of fundamental physical skills and how to teach in line with the school curriculum and progressive sequence. • Dough Disco training to be undertaken by subject leader and implemented into practise. | <p>These key skills are outlines in the EEF.</p> <p>Dough Disco™ is a fine muscle exercise that Shonette Bason invented after she studied information on brain development and found the fingers are one of the last things the brain controls during child development. This is exercise for the fingers to improve fine motor control and gross motor skills.</p> | 2 |
| <ul style="list-style-type: none"> • LTP continuous provision plans for the retreat, ensure key early curriculum skills area supported across the provision areas. • Review of planning systems for children accessing the retreat ensure individual children’s plans are met across the weekly provision in line with specialist input and curriculum outcomes. | | 3 |
| <ul style="list-style-type: none"> • INSET training to be delivered on developing executive function in children and how this impacts on the | EEF Self-Regulation and Executive Function. | 4 |

| | | |
|--|---|----------|
| <p>development of self-regulation.</p> <ul style="list-style-type: none"> • INSET training to support staffs understanding on the 5 domains of SR, and how to teach children key skills and knowledge across these areas. • Planning and provision to implement the use of the Colour Doctor to support the teaching of self-regulation strategies. • Curriculum review ensures the key foundational knowledge and skills are outlined progressively. • LTP continuous provision resources across the areas promote executive functioning development. | <p>Lancashire BEHAVE Toolkit.</p> | |
| <ul style="list-style-type: none"> • INSET training delivered on maximising learning using both cognitive and metacognitive strategies, to ensure that explicit teaching takes place alongside the adults being the key model and scaffolder of learning, promoting thinking skills and extending learning. | <p>EEF Self-Regulation and Executive Function.</p> <p>ShREC approach – high quality interactions to further extend learning. This to be used to further enhance a key pedagogical approach, sustained shared thinking, used consistently.</p> | <p>5</p> |

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

Budgeted cost: £5850

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Adys Specialist Support throughout the Autumn Term to support the recruitment transition stage and provide specialist input into the</p> | <p>Specialist SEND support to impact on mainstream staffs knowledge and understanding to enable effective support for High Complex Needs.</p> | <p>3</p> |

| | | |
|---------------------------------|--|--|
| complex SEND Needs provision | | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4600

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|--------------------------------------|
| <ul style="list-style-type: none"> Appointment of DHT in Jan 25 to take on pastoral and attendance lead role to maintain and further develop attendance strategies to date. | Role of FSW providing the pastoral role has impacted positively. Restructure of the school has meant a change to how this will look, but impact to remain high within new roles with attendance responsibility. | 6 |
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Total budgeted cost: £11,950 (£6678 EYPP funding, £5272 School Budget)

Part B: Review of outcomes in the previous academic year 2023-24

Outcomes for disadvantaged pupils

It is important to note that 44% of our EYPP children were SEND with 32% of these requiring EHCNA/EHCP. Data below shows comparison

EYPP – 44% SEND (32% EHCNA/EHCP)

Not EYPP – 13% SEND (8% EHCNA/EHCP)

Data demonstrates that:

- Attainment was raised in literacy overall, with the number of children WB on exit sitting at 8% in comparison to the previous year of 41%. 36% of our children were WA on exit, compared to 4% WA on entry.
- Increased space was provided to support adaptive provision with the creation and implementation of the Retreat provision.
- The quality of the Early Help provided demonstrates a positive impact on our families.
- Progress wasn't successfully raised for the EYPP children in C&L, but this will continue to be a main priority across 24-25