

## Pupil premium strategy statement

### 1. Summary information

<b>School</b>	Bankwood Primary School				
<b>Academic Year</b>	2021-2022	<b>Total PP budget</b>	£334,223	<b>Date of most recent PP Review</b>	Sept 21
<b>Total number of pupils</b>	422	<b>Number of pupils eligible for PP</b>	291	<b>Date for next internal review of this strategy</b>	Sept 22

Total number of pupils eligible for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	Number of looked after children (LAC)	Number of post-LAC	Number of service children
291	143	148	158 (July 21)	2	0	0

### 2. Barriers to future attainment (for pupils eligible for PP)

**In-school barriers** (issues to be addressed in school, such as poor oral language skills)

<b>A.</b>	<b>Low-income students who have already been most heavily impacted by Covid-19 will be disadvantaged even more and overall standards, which have fallen dramatically, will be very slow to recover. (EEF 2021)</b>
<b>B.</b>	Primary-age pupils have significantly lower achievement in both reading and maths as a likely result of missed learning. In addition, there is a large and concerning attainment gap between disadvantaged and non-disadvantaged pupils. (EEF 2021)
<b>C.</b>	When they start school, children from disadvantaged backgrounds are, on average, 4 months behind their peers. (Development Matters 2021). This gap has been widened as a result of covid-19, particularly in communication and language.

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance has a disproportionate impact on disadvantaged pupils. Attendance for disadvantaged pupils in 2019/20 was 93.8% in comparison to 95.6% for non-pupil premium pupils. (Learn Sheffield Inclusion Summary Report Sept 21)
<b>E.</b>	Children's health and well-being is well below average and in the 4 <sup>th</sup> or 5 <sup>th</sup> quintile for % of children over and underweight at 5 and all and in the 4 <sup>th</sup> quintile for children's dental health. (Food and Nutrition School Data Dashboard)

<b>3. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>	<b>Evaluation and impact</b>
<b>A.</b>	<p>Quality first teaching for all pupils. 'Great teaching is the most important lever schools have to improve outcomes for pupils'. EEF 2020' Including:</p> <ul style="list-style-type: none"> <li>• Deep subject knowledge and a flexible understanding of the content being taught, including prioritising key skills and objectives missed during the school closure.</li> <li>• High quality AFL to re-establish what children have learned an any learning loss</li> <li>• Extending learning opportunities beyond the classroom and beyond the school dau.</li> </ul>	<p>All teaching at least good.</p> <p>All children make at least expected progress (relative for SEND pupils), with up to at least 30% making accelerated progress based on teacher career stage expectations.</p>	
<b>B.</b>	<p>The recovery curriculum for reading and maths supports all children to accelerate progress and narrow the attainment gap.</p> <p>Targeted academic support provided for all children identified in the lowest 30% and those on the cusp of expected to ensure they are back on track, making good progress and narrowing the gap to their peers.</p>	<p>Triangulation of monitoring including half termly tracking of pupils demonstrates relative progress for all.</p>	

<p><b>C.</b></p>	<p>Identification and actioning of early intervention in EYFS maximises the number of children ready for school.</p> <p>Targeted in school support (including from SALT) and partnership with external agencies narrows the attainment gap prior to starting school.</p>	<p>Nursery provision is at least good and meets all requirements of the EYFS reforms.</p>	
<p><b>D.</b></p>	<p>Good attendance is expected and encouraged following school policy. Relationships of trust are forged with families vulnerable to absence to support re-integration into good attendance patterns.</p> <p>Safeguarding procedures for absent children are robust.</p>	<p>Diminish the difference to national for whole school attendance.</p> <p>(Where success criteria is unachievable due to covid, robust tracking on CPOMs and SIMs to demonstrate efforts made and robust safeguarding measures in place.)</p>	
<p><b>E.</b></p>	<p>The school vision is realised for all children to 'be healthy and happy individuals'.</p> <p>The PESSPA (Physical Education, School Sport and Physical Activity) Pledge is embedded in all aspects of school life</p> <p>Eat Smart programme supports families to make meaningful long-term changes to their food culture to support health behaviours.</p>	<p>PESSPA pledge audited at least 'embedded' for all aspects.</p> <p>Eat Smart bronze award.</p>	

#### 4. Planned expenditure

##### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
An effective teacher for every class – focussing on professional development	<p>Career Stage expectations built into robust performance management and made explicit to all staff.</p> <p>AHT to have overall responsibility for progress through coaching support for ECTs in key year groups.</p> <p>Early career teachers supported through comprehensive EDT training package including bespoke CPD and coaching model.</p>	<p>EEF recommendation to ensure an effective teacher is in front of every class</p> <p>With a large number of new and inexperienced staff, investment needed to ensure professional development focuses on improving teaching to secure at least good outcomes, this is particularly of importance in the current climate with ECTs not having received the full induction period in school due to lockdown and school closures.</p>	<p>Mentor and SLT learning walks, formal lesson observations.</p> <p>Work book scrutinies, data stories and pupil progress meetings.</p>	<p>CPD lead HJ</p> <p>Mentors JT, BT</p>	Through on-going monitoring of teaching, performance review and pupil progress meetings
Quality first teaching for all children – tackling under performance	<p>Career Stage expectations built into robust performance management and made explicit to all staff.</p> <p>AHTs timetabled 2 days per week to provide coaching, and impact monitoring for targeted teachers.</p>	<p>EEF recommendation to ensure an effective teacher is in front of every class</p> <p>Following the school closure, inconsistencies in teaching have been identified. Support and coaching to be provided through the expertise of AHTs to regain standards and address capability concerns where necessary.</p>	<p>Feedback at weekly SLT meetings.</p> <p>Work book scrutinies, data stories and pupil progress meetings.</p>	<p>SLT</p> <p>JT/BT (AHTs)</p>	Ongoing review at weekly SLT meetings

<p>Consistent approach to teaching across the curriculum</p>	<p>Curriculum documentation to support teachers at all career stages in the delivery of a consistent, ambitious curriculum for all learners.</p> <p>Robust cycle of monitoring and feedback to drive rapid improvements and maintain standards and expectations.</p>	<p>Ofsted Quality of Education Intent</p> <p>The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p> <p>With a number of new staff in school this year, clarity of documentation and expectations is paramount to ensuring consistency in curriculum delivery.</p>	<p>Cycle of training and monitoring for impact including work book scrutinies, data stories and pupil progress meetings following relaunch.</p>	<p>JT / BT</p>	<p>Half termly extended PDM for curriculum review and development, beginning Oct 21</p>
<p>Curriculum development focus on vocabulary rich teaching and extending early reading strategies into KS2.</p>	<p>Reading lead to develop whole school strategy to bring vocabulary and early reading skills into VIPERs skills sessions through programme of</p> <ul style="list-style-type: none"> <li>• CPD</li> <li>• Monitoring and</li> <li>• Coaching</li> </ul>	<p>Purposeful speaking and listening activities support the development of pupils' language capability and provide a foundation for thinking and communication and fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text. (Improving literacy in KS2 EEF)</p>	<p>CPD Autumn Term</p> <p>Monitoring and coaching cycle Spring term</p> <p>KS2 attainment outcomes and teacher assessments.</p>	<p>MH / JT</p>	<p>Termly through data stories</p> <p>Curriculum review and evaluation – summer term</p>
<p>Curriculum development focus on maths fluency, including times tables</p>	<p>Maths lead to develop whole school strategy to raise the profile of and attainment in maths fluency including:</p> <ul style="list-style-type: none"> <li>• Inter school competition</li> <li>• Classroom focus</li> <li>• Use of technology</li> <li>• Home learning</li> </ul>	<p>As a result of the pandemic, ready to progress assessments in maths show that children's proficiency in number fluency is lagging behind other areas.</p> <p>A number of children are not ready for the multiplication check (up to 12 x 12) by the end of Y4</p>	<p>Half termly times tables trackers on purple mash</p> <p>X table learning walk including assembly / display</p> <p>Y4 Multiplication check</p>	<p>DN / JT</p>	<p>Termly through data stories</p> <p>Curriculum review and evaluation – summer term</p>

<p>The school environment is well equipped and pupil focussed to support the delivery of the quality curriculum extending beyond the classroom.</p>	<p>Outdoor spaces for teaching and non-structured times are well resourced to support learning outside. Including:</p> <ul style="list-style-type: none"> <li>• Fixed playground equipment</li> <li>• Quad garden</li> <li>• Forest school</li> <li>• Wildlife Pond</li> </ul>	<p>Fresh air and outdoor learning are recommended through risk assessments to reduce covid transmission. Outdoor learning is also proven to have a positive effect on the social and emotional well-being of pupils.</p> <p>Learning in the prime areas in the EYFS is a priority and has being adversely affected by the pandemic. High quality outdoor provision promotes learning in all prime areas</p>	<p>SLT / Office Manager to source quality resources through contracting.</p> <p>Feedback from pupils and staff.</p> <p>Learning walks</p> <p>Impact in attainment data and behaviour tracking</p>	<p>WE / RS</p>	<p>On completion of contracted work.</p>
<p>Extended opportunities to embed learning across the curriculum are provided for all year groups</p>	<p>Develop homework policies and practices to include weekly 'must' and half termly 'choose' activities.</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. (EEF 2021)</p>	<p>Staff feedback through phase meetings.</p> <p>% uptake</p> <p>Increase in positive responses to homework on parent / pupil questionnaires</p>	<p>JT / BT</p>	<p>Bi-weekly phase meetings</p> <p>Parent / pupil questionnaires Summer 22</p>
<p>Attention on effective diagnostic assessment</p>	<p>Directed time allocated to further embed afl strategies across the curriculum including regular moderation focus in the core subjects.</p>	<p>EEF 2020 high-quality assessment is essential to great teaching, helping us understand what children have (or have not) learned. Targeted assessments can support teachers to monitor pupils' progress, particularly as they re-establish classroom routines and recover learning</p>	<p>Monitoring of lessons</p> <p>Work book scrutinies, data stories and pupil progress meetings.</p>	<p>JT</p>	<p>Through half termly monitoring of teaching and annual pupil questionnaires</p>
<p><b>Total budgeted cost</b></p>					<p><b>£168,000</b></p>

<b>ii. Targeted support – ‘closing the attainment gap’</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve outcomes (including at greater depth) and narrow the gap at KS2, ensuring more children are ready for transition to secondary school.	<p>3 small classes (16 children) and 3x class teachers at Y6.</p> <p>Small classes to ensure full accountability from progress from all teachers</p> <p>.</p>	<p>High %SEN and pupil premium in Y6. Highest level of persistent absence in school.</p> <p>EEF teaching and learning toolkit – small group tuition impact +4 months, 1:1 impact +5 months</p>	<p>Learning walks.</p> <p>Feedback from phase at SLT meetings.</p> <p>Work book scrutinies, data stories and pupil progress meetings.</p> <p>Moderation</p>	BT	<p>Weekly update at SLT meetings</p> <p>Half termly moderation and data analysis</p> <p>KS2 end of year assessments</p> <p>Reviewed fully following school closure Jan – Mar 2021 and staff re-deployed to need.</p>
Reduce the attainment dip in lower KS2	<p>UPS and experienced KS1 teacher in Y3 coaching newer career teachers.</p> <p>Additional TA support allocated to narrow the gap for the lowest 30%</p>	<p>Historically data has demonstrated an attainment dip in lower KS2. Autumn data shows an increased widening of the gap between children on track for expected and those working towards or below following the school closure.</p> <p>EEF Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils positively impact upon learning.</p>	<p>Feedback from phase at SLT meetings.</p> <p>Work book scrutinies, data stories and pupil progress meetings.</p>	JT	<p>Half termly moderation and data analysis</p> <p>KS2 end of year assessments</p>

<p>Sustain or improve results trend at KS1, particularly in reading including phonics</p>	<p>4 day booster teacher in KS1</p> <p>Additional support allocated to narrow the gap for the lowest 30%,</p> <p>Support targeted to Y1 and Y2 groups to raise attainment in early reading</p>	<p>Early assessments show that the school closure has had a significant impact on the development of early reading.</p> <p>EEF teaching and learning toolkit – small group tuition impact +4 months, 1:1 impact +5 months</p>	<p>Weekly learning walks</p> <p>Feedback from phase at SLT meetings.</p> <p>Work book scrutinies, data stories and pupil progress meetings.</p> <p>Locality moderation</p>	<p>JT</p>	<p>Weekly update at SLT meetings</p> <p>At half termly pupil progress meetings</p> <p>Phonics and KS1 end of year assessments</p>
<p>Close the EYFS attainment gap prior to starting school.</p>	<p>UPS Teacher leading early learning. Continuous model through FSO and FS1 to ensure smooth transitions for children.</p> <p>In partnership with NHS secure 4 day, year long SALT placement</p>	<p>Personal, social and emotional development and Communication, language and literacy strands of the EYFS identified as being significantly below the expected level for most pupils on entry to nursery.</p> <p>EEF teaching and learning toolkit – early years interventions +5 months, oral language interventions +5 months</p>	<p>Weekly learning walks</p> <p>Half termly data stories and pupil progress meetings</p> <p>SENCo case load re: speech and language development</p>	<p>HJ to oversee</p>	<p>Half termly moderation and data analysis</p> <p>SENCo termly report</p>
<p>To close the attainment and attendance gap for SEND pupils with the development of ‘Dave’s Place’ inclusion resources.</p>	<p>Caretakers house re-purposed as a learning resource for children that may otherwise be accessing alternative provision.</p> <p>Staffing: SENCo plus1 support.</p>	<p>Attendance for EHCP children well below school average due in part to part/time timetables.</p> <p>Targeted support for children who would otherwise be at risk of exclusion.</p> <p>In school tracking shows that progress is slow for children working below the three levels of class differentiation.</p>	<p>Triangulation of Monitoring for quality of intervention support</p> <p>SEND tracking data</p>	<p>SP</p>	<p>SENCo termly report</p> <p>Half termly SEN tracking data</p> <p>Inclusion summary report (attendance data)</p>
<p><b>Total budgeted cost</b></p>					<p><b>£155,000</b></p>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A clear vision for school attendance, underpinned by high expectations and core values is shared by all members of the school community.	AHT Inclusion Manager to lead on the implementation of dfe guidance 'Improving school attendance: support for schools and local authorities. (July 21)	Overall school attendance was maintaining but not currently improving. Attendance across school has been impacted significantly by the covid pandemic.	Weekly attendance data evaluation  Weekly meet with assistant learning mentor  Track data for key pupils identified	LM / JL	Weekly attendance reports  Half termly Learn Sheffield Inclusion reports
All aspects of the PESSPA pledge at least embedded into school practice.	PE teacher to promote and lead opportunities for activity through curriculum time, un-structured time and extra-curricular activities	'High quality PE, School Sport and Physical Activity are essential in preparing children and young people to live healthy lives .... Supporting pupils to be more active will improve our children's mental health, physical health and improve their academic achievement. PESSPA (Physical Education, School Sport and Physical Activity)	Learning walks, including at unstructured times.  Extra-curricular calendar of events  Feedback from pupil questionnaires	JS / BT	Through termly middle leader reviews and reports to governors
The Eat Smart agenda is embedded into school practice, improving the health and well-being of pupils, parents, families and the wider community.	School council to lead on the implementation and promotion of Eat Smart strategies for school and the community.	Eat Smart Sheffield are committed to reducing childhood obesity and child tooth decay in the 20% most deprived areas of the city by encouraging and supporting pupils, their families and the wider community to adopt healthier eating behaviours.	Eat Smart awards  Feedback from pupil / parent questionnaires.  Learning walks	HG / BT	Through termly middle leader reviews and reports to governors

<p>Increase numbers in FSO and FS1 to respond to need in the community.</p>	<p>Additional administration support for FEL provision</p> <p>Additional staffing in Nursery to increase capacity and reduce ratios.</p>	<p>The majority of Bankwood pupils have a very low baseline in key skills and learning behaviours on admission to nursery. Increasingly, children are being recommended by their health visitors to start nursery early to narrow these gaps.</p> <p>Increasing numbers in the FSO and FS1 allows pupils longer in early education to diminish the difference for these vulnerable groups before starting school.</p>	<p>Increasing numbers on role</p> <p>Improving trend in early years data on entry to school</p>	<p>JD / HC</p>	<p>Weekly admissions report</p> <p>Half termly data stories</p>
<p><b>Total budgeted cost    £28,000</b></p>					