



## Pupil premium strategy statement

### 1. Summary information

School	Bankwood Primary School				
Academic Year	2019-2020	Total PP budget	£351,120.00	Date of most recent PP Review	
Total number of pupils	414	Number of pupils eligible for PP	290	Date for next internal review of this strategy	July 20

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
290	157	133	290	3	0	0

### 2. Current attainment

	All pupils (Bankwood)	All pupils (National)	All pupils (Sheffield)	Eligible PP (Bankwood)	Eligible PP (Always attended Bankwood)	National Benchmark
EYFS % achieving GLD	65%	72%	70%	68%		57%
Y1 % achieving expected standard in phonics (55)	63%	83%	79%	60%		72%
KS1 % attainment in reading	64%	75%	72%	%		63%
KS1 % attainment in writing	58%	70%	68%	%		55%

<b>KS1 % attainment in maths</b>	<b>69%</b>	<b>76%</b>	<b>74%</b>	<b>70%</b>		<b>63%</b>
<b>KS2 % achieving expected (R, W and M) (58)</b>	<b>50%</b>	<b>64%</b>	<b>62.2%</b>	<b>46%</b>		<b>70%</b>
<b>KS2 attainment (Reading)</b>	<b>50%</b>	<b>75%</b>	<b>72.3%</b>	<b>46%</b>		<b>64%</b>
<b>KS2 attainment (Writing)</b>	<b>73%</b>	<b>78%</b>	<b>76.7%</b>	<b>67%</b>		<b>83%</b>
<b>KS2 attainment (Maths)</b>	<b>65%</b>	<b>76%</b>	<b>73.5%</b>	<b>58%</b>		<b>64%</b>
<b>KS2 % making expected progress in reading</b>	<b>-3.94</b>	<b>0.03</b>	<b>-0.6</b>			<b>0.31</b>
<b>KS2 % making expected progress in writing</b>	<b>-1.93</b>	<b>0.03</b>	<b>0.28</b>			<b>0.24</b>
<b>KS2 % making expected progress in maths</b>	<b>-1.39</b>	<b>0.03</b>	<b>0.07</b>			<b>0.31</b>
<b>Average Scaled Score KS2 Reading (58)</b>		<b>105.0</b>	<b>104.3</b>			<b>106.1</b>
<b>Average Scaled Score KS2 Maths</b>		<b>104.4</b>	<b>103.7</b>			<b>105.4</b>
<b>Average Scaled Score KS2 GPS</b>		<b>106.2</b>				<b>107.2</b>

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

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

- A.** Children at risk of underachieving at the next assessment point, particularly in reading: Results 2019 EYFS 66% (56% pp), Phonics 63% (60% pp), KS1 reading 64%, KS2 reading 50% (46% pp)
- B.** Majority of children identified as in the lowest 20% for attainment are also in receipt of pupil premium
- C.** Low baseline for children entering EYFS
- D.** Children enter school with poor vocabulary development linked to limited enrichment experiences

**External barriers** (issues which also require action outside school, such as low attendance rates)

- E.** Attendance and Persistent absence. Inclusion summary report: 2019/20 attendance 93.6% (93.1% pp) persistent absence 23.2% (26.2% pp) IDSR 2019: 'The rate of overall absence (6.7%) was above the national average for schools with a similar level of deprivation.'

<b>4. 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>	Teaching of reading is consistent through school and focuses on decoding for the early readers. All children receive at least good teaching. Home reading books are linked precisely to phonics teaching. When children are fluent at decoding, they are moved swiftly to a curriculum which supports and extends comprehension.	Sustain or improving trend in reading at EYFS, phonics, KS1 and KS2 assessment data for disadvantaged pupils.	
<b>B.</b>	All children identified in the lowest 20% are making good progress and narrowing the gap to their peers. All children receive access to the full curriculum differentiated to need. Where children are not making progress, barriers are identified swiftly and support put in place.	Tracking of lowest 20% pupils demonstrates relative progress for all.	
<b>C.</b>	Through high quality learning experiences (including linking with parents) provided in FSO and FS1, increase in children starting school in FS2 ready for the next stage of learning with an expected level of development in the prime areas. In FS2 children make good or better progress from starting points to achieve a good level of development, and/or close the achievement gap for lower attaining pupils	Tracking of foundation stage pupils demonstrates rapid progress from low starting points.	
<b>D.</b>	The new curriculum supports reading comprehension through rich language and real life experiences. All children's learning experiences are enriched by specialist teachers (including forest school), half termly educational visits and real life projects.	Sustain or improving trend in reading at EYFS, phonics, KS1 and KS2 assessment data for disadvantaged pupils.	
<b>E.</b>	Improving whole school attendance in line with national by reducing the number of children and families with persistent absence. Working within the locality and city wide to support pupils moving house to find school places for all family members close to home.	Diminish the difference to national for whole school attendance.  Improving trend for the reduction of persistent absence.	

<b>5. Planned expenditure</b>									
Academic year 2019-20									
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies									
<b>i. Quality of teaching for all</b>									
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	Substantive staffing for all classes, NQTs employed FS2, Y2, Y3, Y6  Supported through comprehensive NQT training package including bespoke CPD and coaching for all NQTs and RQTs.	EEF recommendation to ensure an effective teacher is in front of every class  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	Mentor and SLT learning walks, formal lesson observations.  Work book scrutinies, data stories and pupil progress meetings.	NQT lead HJ  Mentors JT, LT, SP  MF (supply AHT) from Spring 2020	Through on-going monitoring of teaching, performance review and pupil progress meetings				
Consistent approach to the teaching of reading	Launch new reading curriculum  Professional development to ensure that every teacher keeps improving	IDSR 2019 'reading progress has declined'. Reading attainment and progress was significantly below national and in the lowest 20% of all schools.  Reading results 2019 EYFS 66% (56% pp), Phonics 63% (60% pp), KS1 reading 64% 0, KS2 reading 50% (46% pp)  Ofsted framework priority – implement a rigorous approach to the teaching of reading  EEF teaching and learning toolkit – impact of reading comprehension strategies +6 months	Cycle of training and monitoring for impact  Work book scrutinies, data stories and pupil progress meetings.	JT English lead  + CS (English lead Carfield)	Half termly data stories and pupil progress meetings.  Annual middle leaders observation cycle.				
Consistent approach to the teaching of early reading (phonics) including home learning	RWI extended to nursery  Home reading books matched to phonics ability – purchase RWI 'book bag books' and launch new home reading initiative	Ofsted framework priority – at the early stages of learning to read, reading materials are closely matched to learner' phonics knowledge  Currently children take home familiar RWI books, further books will allow them to apply and embed taught sound  EEF teaching and learning toolkit – impact of phonics +4 months	Spot checks on pupil book-bags, reading to pupils  Feedback from parents	JT English lead	Ongoing learning walks/pupil conferences  Termly parental questionnaires				

Quality first teaching for music, french and art	Specialist teachers to deliver curriculum for Y1-Y6 and provide CPD to teaching staff to upskill in the teaching of these subjects.	Peripatetic teaching has proved to provide a sustainable model of quality teaching for pupils alongside CPD for staff  EEF teaching and learning toolkit – art participation impact +2 months	Monitoring of lessons  Feedback from pupils through school council and pupil questionnaires	HJ curriculum lead	Through half termly monitoring of teaching and annual pupil questionnaires
Bridging the vocabulary gap through musical theatre sessions	Specialist teacher to deliver weekly musical theatre sessions including auditions for drama, music and dance parts.	Whole school priority 'bridging the vocabulary gap' identified, particularly for pupil premium pupils.  Sessions provide opportunities for children to experience a wide range of vocabulary and play with words through drama activities building confidence in speaking and listening.  EEF teaching and learning toolkit – impact of oral language interventions +5 months	Termly celebration events  Monitoring of lessons  Feedback from pupils through school council and pupil questionnaires	HJ curriculum lead	Termly production, first production Dec 2018
Forest school sessions for all pupils	Forest School approach is embedded into class topic work providing opportunities for vocabulary development through collaborative working	Assessments show a large number of children have low levels of emotional literacy, forest school has proven to have a positive impact on these levels.  Forest school is embedded into the Bankwood curriculum and provides hands on experiences which require collaborative team work and are planned to enhance vocabulary development and use.  EEF teaching and learning toolkit – collaborative learning impact +2 months	Monitoring of forest school sessions, evidence of work through enrichment work.  Emotional literacy assessments  Feedback from pupils through school council and pupil questionnaires	PH forest school lead	Termly emotional literacy data.  Through half termly monitoring of teaching and annual pupil questionnaires
Curriculum enriched through educational visits, visitors and events	Visits enrich the class curriculum and provide opportunities for vocabulary development	Whole school priority reading identified, particularly for pupil premium pupils. Poor comprehension skills when faced with reading materials from a range of contexts as a result of limited life experiences.  Visits and visitors provide opportunities for children to enrich school based learning experiences	Work book scrutinies, data stories and pupil progress meetings.  Photographs and displays  Feedback from pupils through school council and pupil questionnaires	HJ curriculum lead	Half termly data stories and pupil progress meetings.  Annual pupil questionnaires
<b>Total budgeted cost</b>					<b>£175,000</b>

ii. Targeted support					
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?
Improve results trend at KS2 assessments	3 small classes in Y6 to provide opportunities for targeted teacher-led interventions	Three class teachers to reduce class size to focus on individual children and target for expected.  EEF teaching and learning toolkit – reducing class size impact +3 months	Weekly learning walks.  Feedback from phase at SLT meetings.  Work book scrutinies, data stories and pupil progress meetings.  Locality moderation	JT	Weekly learning walks and phase meetings  Half termly moderation and data analysis  KS2 end of year assessments
Increase percentage of children achieving greater depth at KS2 assessments	Full time booster – Y5/6 intervention to increase capacity of the team to move cusp to secure and pushing for greater depth.	% of children achieving greater depth attainment is below expectations for all subject areas.  A number of children are missing out on expected attainment by 1-3 marks, further support needed to ensure children are secure expected.  EEF teaching and learning toolkit – small group tuition impact +4 months, 1:1 impact +5 months	Feedback from phase at SLT meetings.  Work book scrutinies, data stories and pupil progress meetings.  Locality moderation	JT	Half termly moderation and data analysis  KS2 end of year assessments
Improve results trend at KS2 assessments	Provide wider opportunities for targeted interventions <ul style="list-style-type: none"><li>- Y6 Early bird breakfast club</li><li>- Y6 arithmetic after school club</li></ul>	Children arriving at school are not always ready for learning – providing breakfast supports this.  For various reasons a number of children are not able to complete homework at home.  EEF teaching and learning toolkit – small group tuition impact +4 months, 1:1 impact +5 months, extending school time +2 months	Feedback from phase at SLT meetings.  Work book scrutinies, data stories and pupil progress meetings.	JT	Half termly moderation and data analysis  KS2 end of year assessments

Sustain or improve results trend at KS1 assessments including Y1 phonics	Full time equivalent booster teacher support in KS1  Support targeted Y1 and Y2 groups to raise attainment in reading and writing for working towards children and to secure expected at Y1 phonics screening.	School summary report for KS1 attainment and phonics 2018 (July 2018): disadvantaged pupils working significantly below national  Moderation of EYFS results identified pupils entering KS1 curriculum on the cusp of a good level of development.  Booster support initially based in Y1 to secure the cusp group.  Reallocate booster support to Y2 and/or Y1 phonics support in response to need throughout the year.  EEF teaching and learning toolkit – small group tuition impact +4 months, 1:1 impact +5 months	Weekly learning walks  Feedback from phase at SLT meetings.  Work book scrutinies, data stories and pupil progress meetings.  Locality moderation	HJ to oversee  LT and SP	At half termly pupil progress meetings  Phonics and KS1 end of year assessments
To close the attainment gap for target groups (the lowest 20%)	PE specialist teacher in post to deliver quality first PE sessions and provide class teachers opportunity for delivering interventions based on AFL	School summary report 2019, attainment at KS1 and KS2 is below national.  EEF teaching and learning toolkit – small group tuition impact +4 months, 1:1 impact +5 months, sports participation +2 months	Weekly learning walks  Feedback from phase at SLT meetings.  Work book scrutinies, data stories and pupil progress meetings.  Locality moderation	HJ to oversee	At half termly pupil progress meetings  End of year assessments
Sustain or improve results at EYFS	Full time booster teacher support in FS2,  Support targeted FS2 groups to raise attainment for a good level of development	School summary report for EYFS attainment 2018 (July 2018): disadvantaged pupils working below national and significantly below national in reading and writing.  GLD 2019 65.5%  Part time teacher to provide classroom support to boost learning in reading, writing and maths  EEF teaching and learning toolkit – early years interventions +5 months	Weekly learning walks  Feedback from phase at SLT meetings.  Work book scrutinies, data stories and pupil progress meetings.  Support from EYFS traded services for moderation.	HJ/SP to oversee	Weekly learning walks and phase meetings  Half termly moderation and data analysis

Close the EYFS attainment gap	Continuous model through FSO and FS1 to ensure smooth transitions for children  Experienced staff across FS, Senior practitioner in FSO and FS1 delivering PSE/CL interventions (eg. LEAP, stories for talking)	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.  EEF teaching and learning toolkit – early years interventions +5 months, oral language interventions +5 months	Weekly learning walks  Half termly data stories and pupil progress meetings  SENCo case load re: speech and language development	HJ to oversee DS/BH room leaders	Half termly moderation and data analysis  SENCo termly report
To close the attainment gap for SEN pupils	SENCo working with SEN groups to ensure progress  Team teaching with TAs to ensure progress is sustained in whole class situation	In school tracking shows that progress is slow for children working below the three levels of class differentiation.  Support staff require on the job CPD to provide identified pupils with bespoke learning opportunities to maximise progress potential.	SENCo team teaching and then monitoring of intervention support  SEN tracking data	SP	SENCo termly report  Half termly SEN tracking data
<b>Total budgeted cost</b>					<b>£165,000</b>

<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>
Improving trend for attendance with a reduction in persistent absence	Full time assistant learning mentor in inclusion drive attendance initiatives  Appoint to part-time EWO  Awards and rewards initiatives for improved attendance and targeted pupils previous PAs	Overall school attendance is maintaining but not currently improving. Families with persistent absence are increasing, the majority of these families are also in receipt of pupil premium funding.  Continue with rewards initiative for families making improvements as this has previously proved successful.	Monitor attendance of PA families at breakfast club and through school.  Track number of MAST referrals.  Track attendance data,  Track data for key pupils identified	JL/EWO	Weekly attendance reports
To develop a model for succession planning to provide continuity of school experience	Continue to work in partnership with Pat Munt (School Consultant) to provide a high quality learning experience for all Bankwood pupils.	School consultant to visit the school termly to support SLT and MLT to validate judgements and target support for staff to ensure effective provision for all children.	Termly report from Pat consultant  SLT monitoring to follow up on actions	WE  HJ	Termly following consultant visits.
Increase numbers inFS0 and FS1	Additional administration support for FEL provision	The majority of Bankwood pupils have a very low baseline in key skills and learning behaviours. Increasing numbers in the FS0 and FS1 allows pupils longer in early education to diminish the difference for these vulnerable groups before starting school.	Increasing numbers on role  Improving trend in early years data on entry to school	JD	Weekly admissions report  Half termly data stories
<b>Total budgeted cost</b>					<b>£35,000</b>