

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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
School name	Bankwood Community Primary School
Number of pupils in school	422
Proportion (%) of pupil premium eligible pupils	69%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	November 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Wendy Edwards Executive Headteacher
Pupil premium lead	Heather John Deputy Headteacher
Governor / Trustee lead	Peter Dickson Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£334,223
Recovery premium funding allocation this academic year	£28,285
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 not committed
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£362,508

Part A: Pupil premium strategy plan

Statement of intent

At the heart of our school and curriculum is our vision for our children. Our vision is based on our belief that the purpose of primary education is to nurture children to learn and grow in a safe, happy and stimulating environment. We believe in setting our children ambitious targets and supporting every one of them to reach their full potential, through the provision of a curriculum tailored to their individual needs. Our dedicated team ensure exciting learning opportunities to inspire progress both within the classroom and the wider community.

It is our vision, that our children are supported to make accelerated progress by:

- Being healthy and happy individuals.
- Being articulate to express themselves to a variety of audiences.
- Being confident to take a risk in order to open up wider opportunities.
- Becoming contributory members of the school and wider community.
- Becoming fluent and confident readers and mathematicians from an early age.

The focus of our pupil premium strategy is to support disadvantaged children to achieve this vision, including for those with an identified special education need or disability and those who are already high attainers.

We will consider the challenges faced by vulnerable children, such as those who have a social worker or have experienced ACEs (Adverse childhood experiences). The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are in receipt of pupil premium funding or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

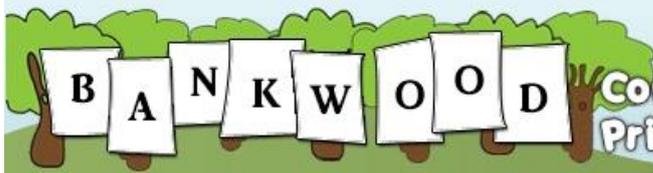
Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. Although most profound in our nursery classes, these are also evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	As a direct result of the covid-19 pandemic, assessments, observations and discussions with pupils and parents indicate that fewer children are starting nursery and reception with school readiness skills – this includes self-care, resilience and risk taking as well as the more academic aspects as assessed on the reception baseline assessment.
3	Internal and external (Y1 phonics screening) assessments indicate that progress in early reading is significantly below national expectations. Observations and discussion with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts on their development as early readers This attainment gap has been exasperated by the school closures and is particularly prevalent at the end KS1, and more children in KS2 requiring early reading support.
4	Assessments, observations and discussions with pupils has identified the limitation of real-life experiences to draw upon, including from reading widely, as being a barrier for progression of children as writers. This is evident at all stages.
5	Assessments, observations and discussions with pupils has identified the limitation of vocabulary gaps and real-life experiences to draw upon in the application of maths to reason and problem solve.
6	A large majority of our children have experienced ACEs (adverse childhood experiences). School records (CPOMs) show that children that have experiences ACEs are more likely to struggle with self-regulation and in extreme cases become at risk of exclusion.

7	Children's physical health at Bankwood is well below average and in the 4 th or 5 th quintile for % of children over and underweight at 5 and all and in the 4 th quintile for children's dental health. (Food and Nutrition School Data Dashboard)
8	Attendance has a disproportionate impact on our disadvantaged or otherwise vulnerable pupils and even more so on our disadvantaged or vulnerable SEND cohort. 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) Attendance for disadvantaged pupils in 2020/21 was not significantly different at 91.1% in comparison to 91.7% for all pupils. However, attendance for SEND pupils was 88.7%, compared to 94.5% for pupils with no SEND.
9	Mobility is very high. At 24.2% in 2020-21 mobility at Bankwood was ranked the 8 th highest in the city. As a transient community, the percentage of starters and leavers are equal with 34 starters and 34 leavers from Y1 to Y6 last year. As of November 2021, 13 new starters have been admitted from Y1-Y6 and 12 children have left with a further 8 admissions pending.

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
Improved oral language skills and vocabulary among disadvantaged children	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Support systems are sustained for pupils new to school, particularly in the Early Years with an increase of at least 15% meeting the criteria for school readiness.
Early intervention support in place for all children and families identified as not being school ready on entry to FS2.	Increased percentage of children assessed as 'school ready' (based in the South Yorkshire Futures School Readiness definition 2018) Targeted resources and activity in place for all children and families where there is an identified need for early intervention and support.



<p>Improved reading attainment, particularly among disadvantaged pupils.</p>	<p>Increased percentage by at least 10% of children making the expected level for reading at the statutory assessment points (Y1 phonics screening, KS1 and KS2 reading assessments)</p> <p>Where children do not meet the expectation at Y1 or Y2, evidence of accelerated progress can be seen to close the gap throughout KS2.</p>
<p>Improved writing attainment, particularly among disadvantaged pupils.</p>	<p>Increased percentage by at least 10% of children making the expected level for writing at the statutory assessment points (KS1 and KS2 writing assessments)</p> <p>Where children do not meet the expectation at Y1 or Y2, evidence of accelerated progress can be seen to close the gap throughout KS2.</p>
<p>Improved maths attainment, particularly among disadvantaged pupils.</p>	<p>Increased percentage by at least 10% of children making the expected level for maths at the statutory assessment points (KS1 and KS2 maths assessments)</p> <p>Where children do not meet the expectation at Y1 or Y2, evidence of accelerated progress can be seen to close the gap throughout KS2.</p>
<p>To achieve and sustain improved well-being for all pupils in our school, particularly those who have experienced ACEs</p>	<p>Sustained high levels of wellbeing from 2024/5 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, parent and pupil questionnaires and staff observations
<p>To achieve and sustain improved physical health for all pupils in our school, particularly those who are disadvantaged.</p>	<p>Sustained increased levels of physical health from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, parent and pupil questionnaires and staff observations • A significant increase in participation in extra curricular enrichment activities, particularly amongst disadvantaged pupils.
<p>To achieve and sustain improved attendance for all pupils, particularly those who have previously been persistent absentees.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Minimal children attending with part/time timetables • Overall absence rate for all pupils being no more than 7%, and the gap between disadvantage and non-disadvantaged pupils to be maintained as insignificant. • The percentage of all pupils who are persistently absent being below 15%
<p>To minimise the impact on mobility on individual and group attainment</p>	<p>Sustained robust package of transition into school including:</p> <ul style="list-style-type: none"> • Full adherence to local authority admissions code • Robust and individualised transition package for all pupils new to school.

- Robust and individualised transition package for all pupils leavers.

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: £ 120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment to class teacher posts to support reduction of Assistant Headteachers' class based responsibilities in order to redirect time to providing class based coaching and mentoring for Early Career Teachers and teachers new to school.	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, 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.	1, 3, 4, 5
Recruit additional class teacher to provide 3 small classes (16ch) and 3 class teachers in Y6 to support readiness for Secondary transition	Complex cohort: <ul style="list-style-type: none"> • High % SEND and pupil premium. • Highest level of persistent absence in school. • Highest level of behaviour incidents 2020/21 EEF teaching and learning toolkit – small group tuition impact +4 months, 1:1 impact +5 months	1, 3, 4, 5, 6, 8
Embed a love of reading as a strategy to support pupils to articulate key ideas, extend vocabulary and develop creative writing.	Research from the CLPE (Centre for Literacy in Primary Education) 'Reading for pleasure, achievement for life' evidences the importance of books and literature in enabling children to become confident, happy and enthusiastic readers and writers, with all the benefits this brings.	1, 3 and 4

<p>We will purchase resources to guarantee access for all pupils to current, high quality reading materials both in class and at non-structured times.</p>	<p>CLPE research writing in primary school 'children's reading experiences are linked to their progress in writing, through picking the right literature and helping children to understand the skill of an effective and powerful professional author, teachers can support and enhance children's developing skills as a writer in a meaningful and effective way.'</p>	
<p>Embed curriculum enhancements such as visits and visitors to widen pupil experiences and provide a hook for writing.</p> <p>We will partially fund visits and visitors, as appropriate.</p>	<p>There is an abundance of research that suggests good quality learning outside the classroom adds significant value to young people's learning. It provides a context for accumulating integrated and subject based knowledge and for developing key skills. Effective learning outside the classroom relies on problem-solving skills, cooperation and interpersonal communication: all essential skills for today's young people.</p>	<p>4, 6, 7, 8</p>
<p>Enhancement of our class-based SEND provision.</p> <p>We will fund ongoing teacher training (including release time as appropriate) and purchase resources to embed inclusive SEND provision in all classrooms.</p>	<p>Evidence from research by or collated by the National Association for Special Educational Needs (nasen) including the key principle of 'Every teacher a teacher of SEND, every leader a leader of SEND'</p>	<p>1, 2, 3, 4, 5, 6, 7, 8</p>
<p>Recruitment of a 4 day per week Speech and Language Therapist (SALT)</p>	<p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication.</p> <p>What works database (ican.org.uk)</p> <p>This has been endorsed by the Royal College of Speech and Language Therapists.</p>	<p>1</p>

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

Budgeted cost: £ 270,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nuffield Early Language Intervention (NELI)</p> <p>We will fund additional staffing to ensure the maximum number of children identified can benefit from the programme.</p>	<p>The Nuffield Early Language Intervention (NELI) is an evidence-based oral language intervention for children in nursery and reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading</p>	<p>1, 2</p>
<p>Additional phonics / early reading sessions targeted for all pupils in KS1 and KS2 not reaching the expected level.</p> <p>This will be delivered by experienced and trusted school staff, with other duties funded and fulfilled through recruitment.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>3</p>
<p>Engaging with the National Tutoring Programme to train staff and provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 3, 4, 5</p>
<p>Re-purpose caretaker's bungalow as development of 'Dave's Place' learning</p>	<p>Ofsted research 'supporting SEND highlights the importance of 'enabling learning while also working to ensure that the pupils</p>	<p>All</p>

space, including refurbishment, resources and staffing.	are included in school life.' Dave's place will be an additional resource in school to support children with complex needs to remain with their peers.	
Increase opportunities for extra-Curricular activities to target gaps in learning We will fund resources and release staff from other duties to extend before, after and lunch time activities	Research from the Social Mobility Commission shows huge disparities in children's participation rates across a wide range of extra-curricular activities depending on their social background. We aim to close this gap.	6, 7, 8

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

Budgeted cost: £ 110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Secure additional half day per week equivalent of Educational Psychologist support and Therapeutic services and counselling.	Under the current local authority allocation, there is a delay in children's needs being met through the Educational Psychologist and CAMHs services – we want to bridge this gap. EEF evidences that social and emotional learning moderate impact and metacognition and self regulation very high impact.	1, 2, 6
Recruitment to forest school positions teacher and support staff.	Forest school aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners	1, 2, 6
Purchase large, fixed equipment for outdoor learning and non-structured time for EYFS, KS1 and KS2 outdoor spaces.	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. Learning in the prime areas in the EYFS is a priority and has being adversely affected by	1, 2, 6

	the pandemic. High quality outdoor provision promotes learning in all prime areas	
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	8
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £ 500,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 indicated that disadvantaged pupils academic and wider development outcomes were in below what was anticipated, particularly in the younger years where direct face-to-face teaching of early reading, writing and maths could not be maintained. An overview of impact, taken from our previous strategy statement, is contained in the table below.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact. This disrupted the teaching of all subject areas and had a negative impact on most pupils' development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence.

We mitigated the impact on academic outcomes by our resolution to maintain a high quality curriculum, even when pupils were not in school, via bespoke teaching resources developed by class teachers and delivered through a blended approach of live and recorded lessons via the google classroom. However, it was an ongoing challenge to provide targeted differentiated support to our pupils at home.

Our assessments and observations suggested that for many pupils, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required.

The impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country, and they were not able to benefit from our pupil premium funded improvements to teaching or targeted interventions to the degree that we intended.

1. Desired outcomes <i>(Desired outcomes)</i>	Success criteria	Evaluation and
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<p>A.</p>	<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"> • Deep subject knowledge and a flexible understanding of the content being taught, including prioritising key skills and objectives missed during the school closure. • High quality AFL to re-establish what children have learned an any learning loss 	<p>All teaching at least good.</p> <p>All children make at least expected progress (relative for SEND pupils)</p>	<p>Career stage expectation evaluations evidence that the majority of teachers are meeting (or exceeding) expectations across all teaching standard. Coaching support continues for early Career teachers that have been disadvantaged due to covid-19</p>
<p>B.</p>	<p>All children receive access to the full curriculum differentiated to need.</p> <p>Targeted academic support provided for all children identified in the lowest 30% and those on the cusp of expected children to ensure they are back on track, making good progress and narrowing the gap to their peers.</p>	<p>Half termly tracking of pupils demonstrates relative progress for all.</p>	<p>School Assessment and tracking data in line with 2019 outcomes for KS2 and reading at KS1.</p> <p>RWI tracking for early reading indicates accelerated progress for most pupils following their return to school after the</p>
<p>C.</p>	<p>In the event of a bubble / partial / full school closure all children are able to access effective remote learning following a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that it meets school's curriculum expectations</p>	<p>All children have resources, including technology, to access to remote learning</p> <p>Increased uptake of home learning.</p>	<p>Increase from 41% uptake to 83% uptake of pupils accessing remote learning during school closure</p>

	<p>D. 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>Whole school attendance 2020-21 92.1% (-2.3% difference to Sheffield) in line with 3-year trend.</p> <p>Target years and vulnerable groups have been identified for intense support 2021-22</p>
	<p>E. Meaningful social and emotional learning for all pupils combined with the academic curriculum to support pupils to reconnect with their peers, re-establish positive learning behaviours and be equipped to recognise and manage their emotional health.</p> <p>Plus additional targeted support for identified groups.</p>	<p>Emotional and mental health CPOMs referrals are prioritised by the inclusion team</p> <p>Reduction in behaviour logs for targeted pupils</p>	<p>Class behaviour logs and CPOMs demonstrate a reduction in incidents to lower than pre-covid measures.</p>

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Further refining performance management in line with clearly defined career stage expectations to ensure coaching and mentoring support is targeted appropriately to close any gaps left for ECTs by the limitations of experience available during the covid-19 pandemic so that we can meet the EEF recommendation to ensure an effective teacher is in front of every class.
- Further developing the consistency and effectiveness of responsive teaching by embedding the cycle of 'plan, do, review'. Deploying the principles from the SEND code of practice to secure better outcomes for all pupils.
- Continuing to evaluate and improve the effectiveness of our curriculum to secure progress for all children, to their planned end points and beyond.
- Continuing to adhere to the PESSPA pledge and embed the Eat Smart agenda to promote, support and improve the physical and mental health of all our children.
- Embedding the Early Years Reformed framework and development matters curriculum into practice. Redeploying a highly experienced teacher to lead development in this area and increase the number of children that are school ready on entry to reception.