

Steel City Schools Partnership Pupil Premium Strategy, Impact Report and Action Plan



2022 - 2025

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What is the Pupil Premium?

The Pupil Premium is additional funding to help schools close the attainment gap between pupils from low-income and other disadvantaged families, and their peers. If a pupil has been eligible for Free School Meals (FSM) at any point over the past 6 years; have been looked after for one day or more (Child Looked After), or children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order the school receives an amount per head within their budget. A provision is also made for pupils who have a parent in the armed services.

Our Philosophy

Steel City Schools Partnership are determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focussed support, curriculum enrichment, and pastoral care. We believe the additional provision delivered through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. Indeed, it should be noted, that many of the pupils identified as requiring additional levels of support are not necessarily those who fulfil the FSM eligibility criteria. There is no expectation that all Pupil Premium funded pupils will receive identical support and the allocation of the budget for each pupil feeds into the whole school budget as opposed to being ring fenced. The school considers the best ways to allocate Pupil Premium funding following rigorous data analysis and the careful consideration of the needs of the pupils.

Our Strategy

We have a clear, strategic 3-part model approach for Pupil Premium funding provision, which focuses on the following:

- whole-school strategies that impact on all pupils
- focussed support to target under-performing pupils
- specific support targeting pupil premium pupils

We ensure that Pupil Premium funding and provision impacts on achievement, attainment, attendance and well being. This includes an identified governor having responsibility for Pupil Premium, the Deputy Head teacher, responsible for monitoring provision and outcomes, and the wider staff team to implement and evaluate provision. We regularly evaluate pupil premium outcomes compared to other pupils in school to ensure the correct strategies and provision are in place.

Our implementation process

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based approaches and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend provision or intervention that is not having the intended impact.

We will:

Explore

- Identify a key priority that we can address
- Systematically explore appropriate programmes and practices
- Examine the fit and feasibility with the school

Prepare

- Develop a clear, logical and well-specified plan
- Assess the readiness of the school to deliver the plan
- Make practical preparations

Deliver

- Support staff and solve any problems using a flexible leadership approach
- Reinforce initial training with follow-on support
- Drive faithful adoption and intelligent adaption

Sustain

- Plan for sustaining and scaling the approach from the outset
- Continually acknowledge, support and reward good implementation practices
- Treat scale-up as a new implementation process

Published performance data of disadvantaged pupils 2018/2019			
Progress scores Reading, Writing, Maths	Reading: -2.41	Writing: -1.27	Maths: -1.12
% meeting combined expected standard	50%		
% achieving combined high standard	3%		
% of pupils reaching expected standard in phonics check (end of Y1)	63%		
Attendance / Persistent Absence	Attendance 93.3%	PA 20.8%	

Our tiered approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Teaching
2. Targeted academic support
3. Wider strategies

Data analysis informs future priorities. Within each category, we have chosen three priorities. This focussed approach ensures the best chance of success for each approach.

Quality of teaching

1. Supporting subject leaders: Personalised CPD and support to enable subject leaders and teachers to develop, plan and teach curriculum areas effectively.
2. Professional development: Wide range of professional development opportunities made available to all staff to support their individual needs, as well as coaching and mentoring support.
3. Inclusion: To ensure that the curriculum and learning environments are fully inclusive for all pupils.

Targeted academic support

1. Structured interventions: Ensuring that interventions are targeted at the correct children and that interventions used are evidence based.
2. Early reading/phonics: Provision of a range of approaches to support children who may be falling behind with reading or phonics.
3. Readiness to learn/Targeted pastoral support: A comprehensive package of pastoral support to enable children to be emotionally regulated and ready to learn.

Wider strategies

1. Parental engagement: Developing positive relationships with parents and holding them in high regard so that we can support their needs and enable them to best support their children's learning
2. Readiness to learn: Introduction of a magic breakfast club to provide all pupils with a nutritious breakfast every day and further targeted pastoral support for those children with social & emotional needs.
3. Attendance: Tightening processes and procedures with regard to attendance to ensure that poor attendance is being challenged.

Our review process

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually.

During a light-touch review, we will review the success of the approaches used, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing provision or intervention as required.

Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving them is reviewed regularly. The progress of pupils in receipt of the PPG is regularly discussed with staff.

Once the three-year strategy has been completed, a new three-year strategy will be created in light of the lessons learned during the life of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The deputy headteacher / principal is responsible for ensuring a pupil premium strategy is always in effect.

Accountability

Our main priority is to meet the needs of our children and families and using the PPG to ensure the best possible provision.

Ofsted inspections may report on the attainment and progress of disadvantaged pupils in receipt of the PPG. The school is held to account for the spending of the PPG through the focus on the progress and attainment of the wider pupil premium eligible cohort; however, Ofsted will not look for evidence of the grant's impact on individual pupils, or on precise interventions.

We publish our strategy for using the pupil premium on the school website.

We provide a link to the school and college performance tables and the schools' performance tables page on the school website.

Pupil Premium Profile 2022 / 2023	
Total school population:	376
Number of eligible pupils:	270
Total pupil premium budget:	£368,640

Pupil Premium Profile 2023 / 2024 (Indicative)	
Total school population	384
Number of eligible pupils:	275
Total pupil premium budget:	£400,125
Pupil Premium Profile 2024 / 2025 (Indicative)	
Total school population	
Number of eligible pupils:	
Total pupil premium budget:	

Action Plan for the Pupil Premium Grant 2022 / 2025

Teaching

Priority:	Supporting subject leaders: personalised CPD and support to enable subject leaders and teachers to develop, plan and teach curriculum areas effectively.		
Barriers to overcome:	Amount of CPD time available to effectively support all subject leaders.	Success Criteria:	<p>All subjects have been effectively evaluated, planned and resourced.</p> <p>The curriculum across school is well planned and sequenced in all subjects.</p> <p>Staff confidence in delivering a broad curriculum has increased.</p>
Proposed expenditure:	<p>CPD opportunities and Trust Network events</p> <p>Teaching cover to release subject leaders from class for CPD</p>		
	Year 1	Year 2	Year 3

Implementation

	<p>How we will implement this intervention in year 1:</p> <p>Clear CPD schedule in place.</p> <p>Thorough evaluation taken place of all subjects to ensure that SLT have clarity in relation to effectiveness.</p> <p>Subject leaders will review their curriculum area with a specific focus on vulnerable learners (e.g. PP, SEND etc) to ensure that all groups of learners are provided with a high quality curriculum that matched to need.</p>	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):
Impact Evaluation	Annual review notes:	Annual review notes:	Final review notes:

Priority:	Professional development: Wide range of professional development opportunities made available to all staff to support their individual needs, as well as coaching and mentoring support.		
Barriers to overcome:	<p>Time for CPD.</p> <p>Release time for coaching & mentoring.</p>	Success criteria:	<p>Staff engage in a wide range of professional development opportunities that support their individual needs.</p> <p>Staff confidence and competency levels increase.</p>

	<p>CPD opportunities not matching the individual needs of staff members.</p> <p>Ensure ECTs and ECT mentors are trained up to provide adequate support.</p>		All teachers will be consistently good.
Proposed expenditure:	<p>CPD</p> <p>Release time & supply.</p>		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Weekly 'in house' CPD for staff, which is strategically planned for to meet the ongoing needs of staff.</p> <p>Signpost staff to appropriate CPD opportunities.</p> <p>Provide CPD opportunities to all staff from Learn Sheffield & Trust Network events.</p> <p>Early Years CPD provided by the Early Years Access Team (SCC).</p> <p>All ECTs will have an assigned mentor and will regularly have support from their mentor.</p> <p>ECTs will have access to appropriate training packages</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

Impact Evaluation	Annual review notes:	Annual review notes:	Final review notes:
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Priority:	Inclusion: To ensure that the curriculum and learning environments are fully inclusive for all pupils.		
Barriers to overcome:	<p>Time for CPD</p> <p>Time for SENDCO to meet with class teachers</p> <p>Time for staff to create resources etc</p> <p>Accommodating for the increasing complexity of needs within school.</p>	Success criteria:	<p>Classrooms are inclusive and meet the needs of all learners (particularly those with SEND).</p> <p>All pupils are accessing the curriculum and making best possible progress.</p> <p>Pupils enjoy learning in their classrooms and have the appropriate resources and scaffolds to be successful.</p> <p>Teaching is judged to be consistently 'good' across school and meets the needs of all pupils.</p>
Proposed expenditure:	<p>Fusion Support</p> <p>Specialised resources E.g. Clicker</p> <p>Support from external agencies (e.g. S&L)</p>		

	Year 1	Year 2	Year 3
Implementation	<p>How we will implement this intervention in year 1:</p> <p>Review of inclusiveness of the current school curriculum, with FUSION.</p> <p>Trials of strategies to support the most vulnerable children in their learning.</p> <p>Class support from SENCo.</p> <p>Schedule of monitoring activities to gain an overview of the curriculum and how inclusive it is.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>
Impact Evaluation	<p>Annual review notes:</p>	<p>Annual review notes:</p>	<p>Final review notes:</p>

Targeted Academic Support

Priority:	Structured interventions: Ensuring that interventions are targeted at the correct children and that interventions used are evidence based.		
Barriers to overcome:	<p>Ensuring that staff are adequately trained to lead the interventions within school.</p> <p>New member of staff in SENDCo role.</p> <p>Staffing model to allow staff in school the time to run these interventions.</p>	Success criteria:	<p>All children who are falling behind are quickly identified and appropriate interventions are put in place to support them with catching up.</p> <p>Structured interventions are monitored and their effectiveness is evaluated.</p>
Proposed expenditure:	<p>Training and resources purchased for interventions.</p> <p>Staffing model to ensure that we have adequate staff in school to support running of interventions.</p>		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Provision, including structured interventions, will be in line with targets, support plans and data.</p> <p>Robust monitoring of interventions is in place for the year.</p> <p>CPD offered to TAs in relation to interventions which match need.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

Impact Evaluation	Annual review notes:	Annual review notes:	Final review notes:
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Priority:	Early reading/phonics: Provision of a range of approaches to support children who may be falling behind with reading or phonics.		
Barriers to overcome:	<p>Low starting points (2 Year Old Progress Check, EYFS Baseline Assessment)</p> <p>Impact of new to country children with no prior phonics knowledge and/or EAL.</p> <p>Impact of COVID and the number of children who have fallen behind.</p> <p>Parent's knowledge is limited.</p> <p>Pupil mobility.</p>	Success criteria:	Outcomes in reading across school improve to close the gap on the national average.
Proposed expenditure:	<p>Training/CPD</p> <p>Read, Write Inc resources (Ruth Miskin Online subscription, Oxford Owl subscription, physical phonics resources)</p> <p>Phonically decodable books</p> <p>Parent workshops</p>		
	Year 1	Year 2	Year 3

	<p>How we will implement this intervention in year 1:</p> <p>CPD support for new Early Reading and Phonics lead.</p> <p>A comprehensive approach to the teaching of phonics will be in place across school through phonics lessons in FS, KS1 and KS2 (when appropriate) as well as intervention where needed.</p> <p>Workshops for parents to be delivered.</p>	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):
Impact Evaluation	Annual review notes:	Annual review notes:	Final review notes:

Priority:	Readiness to learn/Targeted pastoral support: A comprehensive package of pastoral support to enable children to be emotionally regulated and ready to learn.		
Barriers to overcome:	<p>The social factors & influences on behaviour from outside of school.</p> <p>Children's complex behavioural needs.</p>	Success criteria:	For numbers of incidents to reduce and for children to use strategies taught as part of pastoral interventions to help them self-regulate.

	Increased levels of SEMH		
Proposed expenditure:	<p>Additional resources such as schemes of work to help support pupils.</p> <p>Zones of Regulation resources.</p> <p>Support from outside agencies, such as Listening Service, Therapist.</p> <p>Motional software so that the impact of interventions can be monitored.</p>		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Ensuring roles within the pastoral team are clearly defined.</p> <p>Developing individualised packages of support for the highest profile children.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>
Impact Evaluation	Annual review notes:	Annual review notes:	Final review notes:

Wider Strategies

Priority:	Parental engagement: Developing positive relationships with parents and holding them in high regard so that we can support their needs and enable them to best support their children's learning		
Barriers to overcome:	<p>Historical negative relationships between school and parents.</p> <p>The views of some parents in relation to their role as parents in school.</p> <p>Perception of Bankwood in the local community.</p>	Success criteria:	<p>Parents and carers will be fully involved in the Bankwood community.</p> <p>There will be an increase in the number of parents who attend school events including parents evenings, family events etc</p>
Proposed expenditure:	The cost of hosting events in school or in the wider community		
	Year 1	Year 2	Year 3

Implementation

	<p>How we will implement this intervention in year 1:</p> <p>SENDCo/Personal Development lead to work with a group of parents to develop strategies to support parental engagement.</p> <p>A clear overview of parental engagement opportunities within school.</p> <p>Communication strategy in place to support effective home/school communication.</p>	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):
Impact Evaluation	Annual review notes:	Annual review notes:	Final review notes:

Priority:	Readiness to learn: Introduction of a magic breakfast club to provide all pupils with a nutritious breakfast every day and further targeted pastoral support for those children with social & emotional needs.		
Barriers to overcome:	<p>Staff to run</p> <p>Time to cook</p>	Success criteria:	A designated member of staff will have taken on the Magic Breakfast role.

	<p>Training for staff on kitchen equipment</p> <p>Equipment to cook & transport breakfast to classroom</p>		<p>The number of children receiving breakfast is high and has a positive impact on behaviour and learning attitudes.</p> <p>The number of behaviour incidents has reduced significantly due to pastoral support.</p>
Proposed expenditure:	<p>Equipment to cook the breakfast, as well as cost of items such as butter/cereal.</p> <p>Paying staff member additional hours to prepare.</p> <p>Resources/games</p>		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Complete bid/funding for Magic Breakfast.</p> <p>Train staff in running of breakfast club.</p> <p>Designated member of the pastoral team will be assigned to take lead.</p> <p>Train staff in zones of regulation and SEMH support.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

Impact Evaluation	Annual review notes:	Annual review notes:	Final review notes:
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Priority:	Attendance: Tightening processes and procedures with regard to attendance to ensure that poor attendance is being challenged.		
Barriers to overcome:	Persistent absence Time constraints Parental engagement	Success criteria:	Designated members of staff to take a lead on attendance and will ensure procedures are completed as effectively as possible. The number of lates and persistently absent children will reduce.
Proposed expenditure:	Training of staff to continue tackling attendance in the most effective and efficient way.		
	Year 1	Year 2	Year 3

Implementation

	<p>How we will implement this intervention in year 1:</p> <p>Designated members of the pastoral team will be assigned to take a strategic lead on attendance.</p> <p>Clear systems and procedures will be put in place for tracking persistent absence (SCSPs Graduated Response).</p> <p>Clear systems and procedures for supporting and challenging families around attendance.</p>	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):
Impact Evaluation	Annual review notes:	Annual review notes:	Final review notes:

Published Performance Data 2022 - 2025

Published performance data of disadvantaged pupils 2021/2022			
Progress scores Reading, Writing, Maths	Reading: -2.18	Writing: -3.07	Maths: -3.35
% meeting combined expected standard	34%		

% achieving combined high standard	0%
% of pupils reaching expected standard in phonics check (end of Y1)	71.9%
Attendance / Persistent Absence	Attendance - 90.4% Persistent Absence - 35.3%

Published performance data of disadvantaged pupils 2022/2023	
Progress scores Reading, Writing, Maths	Reading: Writing: Maths:
% meeting combined expected standard	
% achieving combined high standard	
% of pupils reaching expected standard in phonics check (end of Y1)	
Attendance / Persistent Absence	

Published performance data of disadvantaged pupils 2023/2024	
Progress scores Reading, Writing, Maths	Reading: Writing: Maths:
% meeting combined expected standard	
% achieving combined high standard	

% of pupils reaching expected standard in phonics check (end of Y1)	
Attendance / Persistent Absence	