

Pupil premium strategy statement – Bankwood Primary

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	441 (including Nursery)
Proportion (%) of pupil premium eligible pupils	271 (62%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	Sept 2023
Date on which it will be reviewed	Sept 2024
Statement authorised by	Sarah Reynolds (Headteacher)
Pupil premium lead	Tom Garnett (Deputy Headteacher)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£400,125
Recovery premium funding allocation this academic year	£39,875
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0

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

£440,000

Part A: Pupil premium strategy plan

Statement of intent

Steel City Schools Partnership and Bankwood Primary School 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 best ways to allocate Pupil Premium money annually following rigorous data analysis and the careful consideration of the needs of the pupils.

The overall objective for our disadvantaged pupils is to achieve the best possible outcomes for them as individuals. Our practice is research driven and much of our funding is used to support the highest quality first teaching possible. That being said, we also recognise that some children need additional targeted academic support. At Woodseats, this is provided through a range of high quality, research informed interventions. We also recognise the importance of personal development as well as academic, and therefore we implement a range of wider strategies to support our children in this area.

Challenges

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

Challenge number	Detail of challenge
1	Teachers subject knowledge including understanding of progression in all curriculum areas.
2	Gaps in learning and misconceptions which have formed due to the pandemic.
3	Ensuring that staff are adequately trained to lead effective interventions within school.
4	Parental engagement with reading and the love of reading throughout school.
5	Low aspiration and self-esteem of pupils.
6	Attendance including persistent absence.

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
Teaching of all curriculum areas is high quality.	<p>Evaluation of teaching across school shows that all teachers are effective.</p> <p>There is clear evidence of adequate curriculum coverage in each subject area</p> <p>Assessment shows that children are making progress in each subject. Where they aren't teaching is adapted and provision is put in place.</p> <p>Lesson observations indicate that all teaching is at least good. Where it is not, a plan is in place to address this.</p>

<p>Teaching across the curriculum takes into account all groups of children.</p>	<p>Data analysis shows that all groups of children (including disadvantaged and SEND) are making progress across the curriculum.</p> <p>Monitoring and evaluation activities demonstrate how teaching is adapted to match ability and need in the class.</p> <p>Teaching staff are aware of who their SEND and PP children are.</p>
<p>All children make best possible progress for them.</p>	<p>Data analysis shows that all groups of children (including disadvantaged and SEND) are making progress across the curriculum.</p> <p>Regular assessment opportunities across the curriculum enable gaps in learning to be identified and addressed.</p>
<p>All teachers can accurately assess the learning of all groups of children in reading, writing and maths.</p>	<p>Moderation activities are in place within school and across the trust.</p> <p>Teaching staff feel confident when assessing reading, writing and maths.</p> <p>Exemplar materials are developed to support teachers in their assessments.</p> <p>Moderation activities show that assessments are accurate.</p>
<p>Parents increasingly engage in activities at school which support their children's learning.</p>	<p>Engagement in learning focussed events shows an increase (e.g. workshops/ bring an adult to school events etc).</p> <p>Parent questionnaires indicate positive views/opinions of school.</p>

<p>Children show resilience in their learning and are aspirational about what they want to achieve.</p>	<p>Behaviour incidents reduce in school. Where children do display negative behaviour around learning, provision is in place to support them.</p> <p>Through PSHE, children are given opportunities to understand about behaviours for learning.</p> <p>For school values and golden threads to be embedded and children to understand what it means to be aspirational and resilient.</p>
<p>For attendance of all children (including more vulnerable groups) to improve on last year.</p>	<p>Whole school attendance shows an increase from last year.</p> <p>Attendance of vulnerable groups (disadvantaged, SEND) show an increase on last year.</p> <p>For robust attendance procedures to be in place and carried out consistently</p> <p>For an attendance team to have designated roles within school and to support and challenge appropriately.</p> <p>For children's attendance to be tracked through monitoring, and to be addressed through a staged approach.</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: £130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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CPD including staff meetings, INSETs, year group networks and external CPD opportunities	<p>Evidence from EEF regarding high quality CPD for staff using twilights, INSET as a way of developing school wide approaches and pedagogies.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professionaldevelopment</p> <p>CPD schedule is supported by the research undertaken by the Teacher Development Trust in line with the CPD programme.</p>	1, 2 & 3
<p>Additional TA provision, used for Read Write Inc phonics/ Trauma Informed Practice</p> <p>Targeted Tutoring</p>	<p>EEF https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions</p> <p>EEF https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants</p>	2, 3 & 4

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

Budgeted cost: £180,000

<p>NELI/ VIP/ LEAP</p> <p>Targeting early communication and language.</p>	<p>EEF https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions</p> <p>EEF https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/communication-andlanguage-approaches</p>	2 & 3
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<p><i>Full time SENDCo</i></p>	<p>24% of school with SEND diagnosis highlights importance of a full time, non-teaching SENDCo</p> <p>EEF https://educationendowmentfoundation.org.uk/news/eef-blog-the-role-of-the-sendco-in-developing-teaching-practice</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-reflections-of-a-senco-the-importance-of-a-whole-school-approach-to-supporting-pupils-with-send</p>	<p>2, 3 & 5</p>
<p><i>Pastoral Team with 2 Senior Learning Mentors and 2 PSAs</i></p>	<p>Clear SEMH needs in school and importance to regulate children, with focus on Team Teach, zones of regulation & trauma informed school.</p> <p>Improving social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>EEF https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1700651036</p>	<p>2, 3 & 5</p>

<i>Tutoring and booster groups</i>	<p>Clear gaps in learning have emerged following the pandemic. Evidence from the National Tutoring Programme indicates that effective tutoring can provide effective catch up</p> <p>https://nationaltutoring.org.uk/schools/school-led-tutoring/</p> <p>EEF https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</p> <p>EEF https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</p>	2, 3 & 5
<i>Additional reading for pleasure books and materials</i>	<p>Gov.uk https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1186732/The_reading_framework.pdf</p>	4 & 5

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

Budgeted cost: £130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Costs of residentials and trips</i>	<p>Parent voice and questionnaires show that children are not given the opportunities outside of school to partake in such trips and visits. Comparative data in school around funding/non-funding of residentials, shows that this is a major barrier in terms of uptake.</p> <p>EEF https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement</p>	5

<i>Breakfast provision</i>	<p>Internal research shows that many children at Mansel do not have access to a healthy breakfast. School involvement with Family Action who have conducted their own research into the impact of breakfast provision</p> <p>https://www.family-action.org.uk/content/uploads/2019/07/NSBP-Impact-report-v11-LOWRES.pdf</p> <p>EEF https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</p>	
<i>Motional</i>	<p>Research from Motional shows that it backs up Trauma Informed practise https://motional.io/</p> <p>EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-selfregulation</p>	2 & 5
<i>Attendance strategies including designated staff</i>	<p>Extensive research shows that improved attendance is linked to improved outcomes.</p>	6
<i>Extra-curricular clubs including external providers</i>	<p>Parent and pupil voice, as well as questionnaires show that children are not given the opportunities outside of school to partake in such activities. Comparative data in school around funding/non-funding of clubs, shows that this is a major barrier in terms of uptake.</p> <p>EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	5

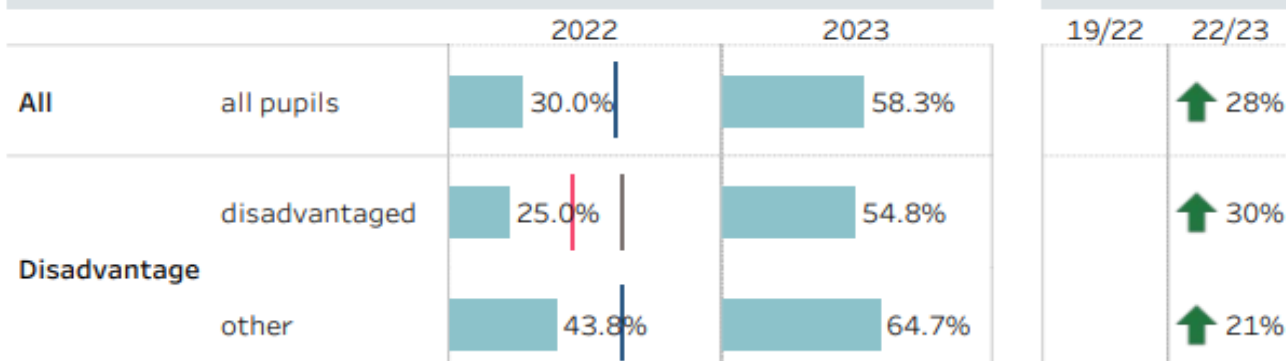
<p><i>Lunchtime provision including the development of the outside areas and provision.</i></p>	<p>Analysis of internal behaviour incidents show that effective lunchtime provision significant reduces poor behaviour at free times.</p> <p>Pupil voice activities show that children requested and respond well to a range of lunchtime options.</p>	<p>5</p>
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Total budgeted cost: £440,000

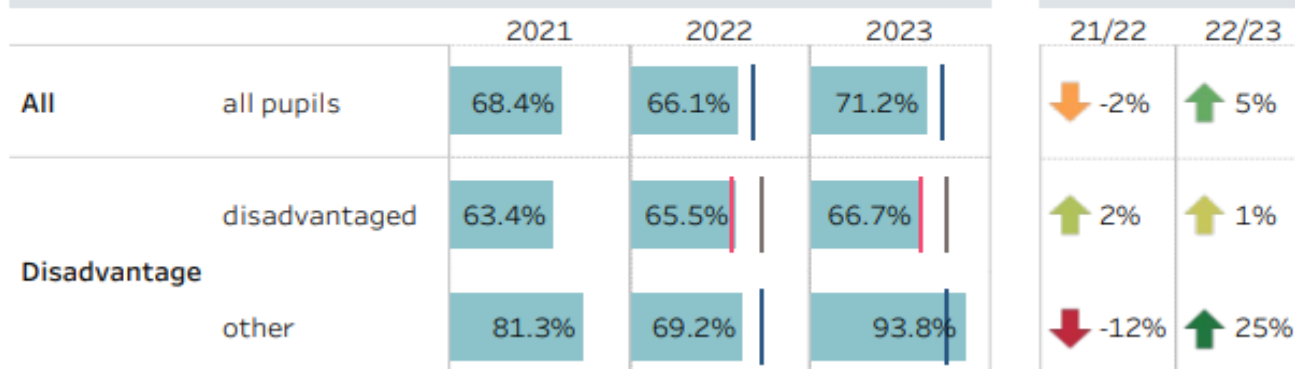
Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

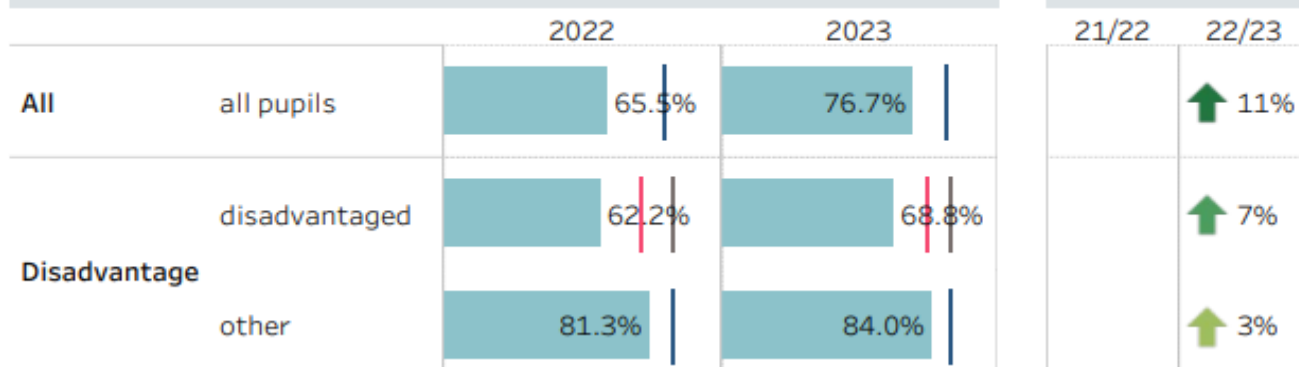
EYFS, % achieving a good level of development



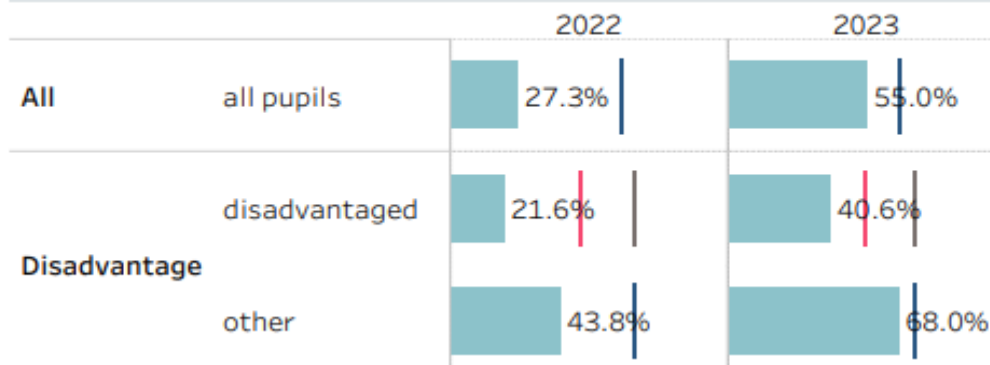
Y1 Phonics, % working at



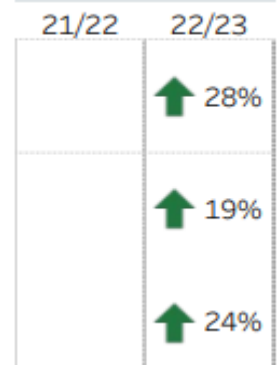
Y2 Phonics, % working at the expected standard



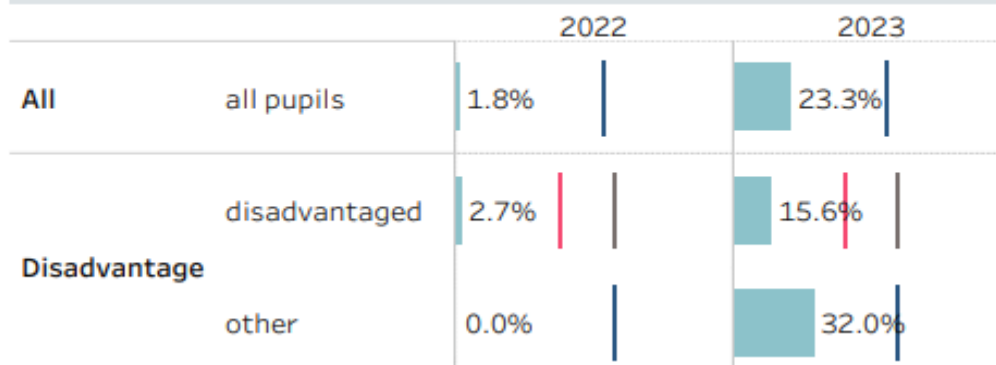
KS1 reading, % exp.



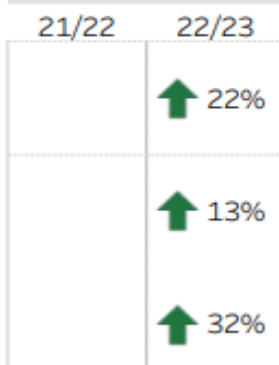
trends



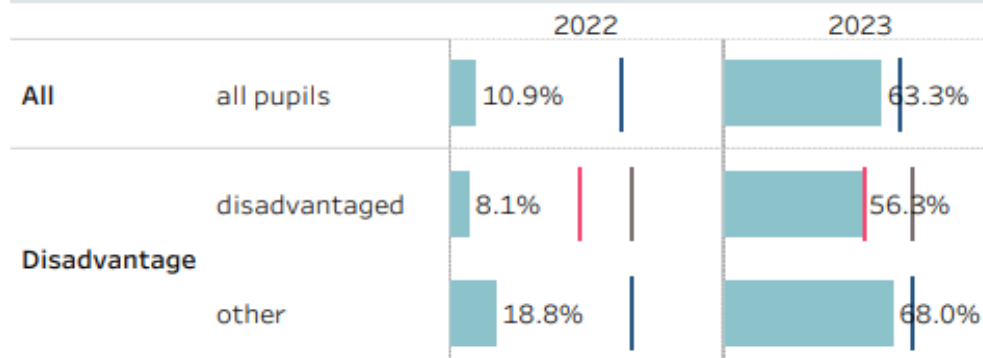
KS1 writing, % exp.



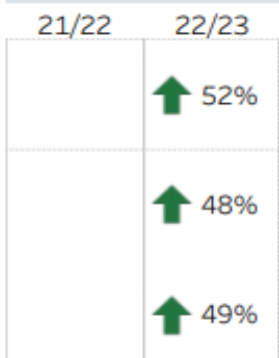
trends



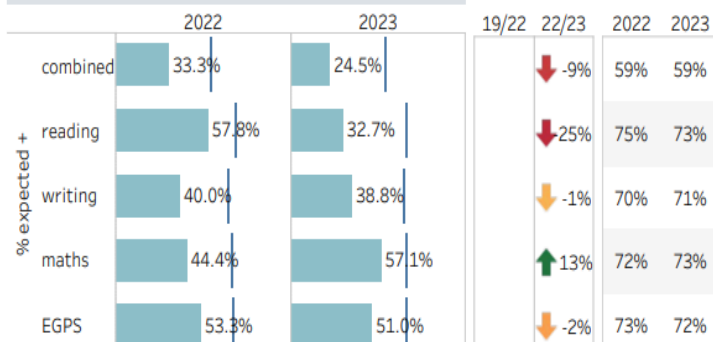
KS1 maths, % exp.



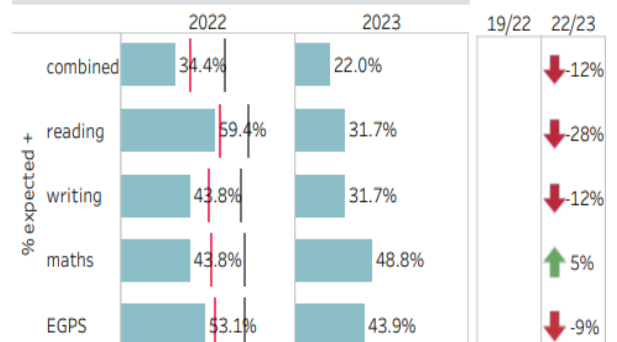
trends



KS2 attainment - all pupils



KS2 attainment - disadvantaged



Priority	RAG
Supporting subject leaders: personalised CPD and support to enable subject leaders to develop curriculum areas and support other staff effectively.	
Professional development: Wide range of professional development opportunities made available to all staff to support their individual needs.	
Inclusion: To ensure that the curriculum and learning environments are fully inclusive for all pupils.	
Structured interventions: Ensuring that interventions are targeted at the correct children and that interventions used are evidence based.	
Early reading/phonics: Provision of a range of approaches to support children who may be falling behind with reading or phonics.	
Readiness to learn/Targeted pastoral support: A comprehensive package of pastoral support to enable children to be emotionally regulated and ready to learn.	
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.	
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.	
Attendance: Tightening processes and procedures with regard to attendance to ensure that poor attendance is being challenged.	

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Times Table Rockstars	TT Rockstars
Read Write Inc Phonics	Read Write Inc

NELI and LEAP	
Snap Science	Collins Connect
Charanga	Charanga UK
Get Set 4 PE	Get Set 4 PE