



Bankfields Primary School

Pupil Premium Strategy

We aim to give every child the best possible opportunities for learning throughout their time at Bankfields Primary School. All staff are highly motivated and deeply committed to ensuring that all children experience success in all areas of learning and that includes their self-esteem and confidence. A child who believes in him/herself will go far. Equality of opportunity is key and it is our responsibility to ensure that our disadvantaged pupils achieve as well as their peers, and we strive to do all that we can to narrow the gap in achievement. Eligibility for Pupil Premium funding is not confused with low ability at Bankfields Primary School and our focus is on supporting our disadvantaged pupils to achieve the highest levels.

We recognise that all pupils, and those pupils eligible for pupil premium funding often encounter barriers to their learning. In order to ensure we accurately target our pupil premium funding at removing these barriers we firstly have to ensure we understand them. Therefore, we annually complete a 'Barriers to learning audit' as a whole staff in order to identify our eligible pupils' barriers to learning. Once these barriers have been identified, we work together to plan how we will effectively remove these barriers to ensure that all pupils fulfil their potential.

There are a variety of barriers that our children can face, including those listed below:

- Lack of parental support e.g. non-attendance at parent's evening, not completing homework or reading etc.
- Weaker language and communication skills
- Difficulties in basic literacy and numeracy skills
- Low level of parental education
- Low aspirations
- Problems with physical gross and fine motor skills
- Poor auditory memory and retention skills
- Social and emotional barriers
- Complex home-lives
- Not being 'school ready' such as not having breakfast, being too tired to concentrate, not having the correct equipment and uniform etc.
- Limited, or no experience of the world beyond their local environment
- Lack of resilience when things get a little more challenging, especially with learning
- Poor learning behaviour
- Pupil has an additional special educational need – learning need, behavioural need, physical need or social and emotional need.
- Poor attendance
- Punctuality issues

Children may present with one or more of these issues, and many of these barriers are linked. As a school, we work hard to reduce the impact or remove as many of these barriers to learning so that all children strive to achieve their potential. We use our Pupil Premium funding to support our strategies and ensure that our most disadvantaged pupils achieve their best. We aim to reduce both the in-school achievement gap between Pupil Premium and non-Pupil Premium children. Also, we strive to ensure that our Pupil Premium children are achieving comparably with other children nationally.



We target our pupils' barriers to learning through the following strategies:

- Additional intervention (including after-school boosters), and pre-teaching sessions.
- Smaller class sizes, including target groups within classes
- A high level of teacher assistant support across school
- Increased verbal feedback
- Accessing support from a range of outside agencies: EWO; Educational Psychologist; CAHMS; In-school Counsellor; and Key Workers
- By heavily subsidising school trips to ensure that our children have a range of opportunities outside the classroom
- Access to the Thrive programme
- By subsidising transport to school for vulnerable families who are temporarily living elsewhere
- By subsidising breakfast clubs to ensure that it is accessible to all
- Investing heavily in CPD for our staff to ensure that they can effectively support our disadvantaged pupils
- By holding half-termly pupil progress meetings where we review pupil progress and the impact of interventions, adjusting them accordingly
- The Pupil Premium champion completes a half-termly analysis of PP intervention, specifically focusing on those PP children who are not on track at that point
- The Pupil Premium champion completes a termly analysis of the impact of interventions across the school and shares this with school leaders
- Learning walks take place half-termly by the SLT and Pupil Premium provision is analysed during this time
- Work scrutiny by SLT and Subject Leaders always includes a Pupil Premium sample to ensure consistency across **all** groups of children
- HT carries out formal lesson observations in all classes and considers the impact of Pupil Premium provision in each of these lessons
- End of year Pupil Premium data analysis is carried out and shared with all staff and governors.

For specific details on how we have used our Pupil Premium funding and the analysis of the impact, see our 'Pupil Premium Expenditure' document (available online or at our school office).

For more detailed information on our whole school Pupil Premium provision, see our 'Pupil Premium Policy', available both online and from our school office.