

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	Bankfields Primary School
Number of pupils in school	255 + 39 place nursery
Proportion (%) of pupil premium eligible pupils	44% (R – Y6)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs P Petrie
Pupil premium lead	Mrs E Gatenby
Governor / Trustee lead	Mrs L Noteyoung

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,810
Recovery premium funding allocation this academic year	£12,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£143,810

Part A: Pupil premium strategy plan

Statement of intent

- At Bankfields Primary School, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential.
- We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.
- Our ultimate goal is to remove the barriers that our disadvantaged pupils face so that they are able to achieve success in all areas of learning and to support and develop their emotional and physical well-being. We strive to ensure that all of our children receive Quality First Teaching through a rich and varied curriculum, supported by a range of experiences. This is to ensure that our disadvantaged pupils have access to the same opportunities as non-disadvantaged pupils and make excellent progress. We ensure that teaching and learning opportunities meet the needs of all pupils.
- Our Pupil Premium Strategy identifies the specific barriers that our disadvantaged pupils experience at Bankfields Primary School and addresses them through specific and measurable actions to ensure that all children reach their full potential. Funding is allocated carefully to have the maximum impact on our pupils and this is monitored and reviewed carefully throughout the year. Our spending strategy is informed by research such as that in the Education Endowment Foundation Toolkit.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals are socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils who have been identified as being socially disadvantaged and at risk of underachievement.

Challenges

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

Challenge number	Detail of challenge
1	Overall less home support to with learning e.g. not completing homework or reading, lack of parental engagement, challenges in contacting or meeting with parents.

2	Difficulties with basic literacy and numeracy skills.
3	Low aspirations.
4	Poor auditory memory and retention skills.
5	Social and emotional barriers.
6	Complex home-lives
7	Limited or no experience of the world beyond their local environment.
8	Lack of resilience when things get a little more challenging, especially with learning.

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
Our disadvantaged children will be supported in recovering lost learning through the use of additional support staff support.	Our disadvantaged pupils will make excellent progress over the year. Gaps in their learning, that have emerged as a result of the pandemic, will be addressed.
A high level of staffing will be maintained which will result in improved outcomes for our disadvantaged pupils.	Disadvantaged pupil progress will be at least good in each year group and any gap between disadvantaged and non-disadvantaged pupils will be reduced.
To enable an increased number of our KS2 disadvantaged children to experience a residential visit.	A higher proportion of disadvantaged pupils will attend Robinwood residential to broaden their life experiences.
To support the mental health and well-being of our disadvantaged pupils.	Our disadvantaged pupils will have regular access to Thrive, Theraplay, counselling to support their mental health and well-being.
Out of hours provision will be available and accessible to our vulnerable pupils when it is needed.	An increased proportion of our low-income families will access out-of-hours provision for their children when it is needed.
To improve outcomes in reading, writing and maths for our disadvantaged children.	The proportion of our disadvantaged pupils achieving the expected standard or greater depth in RWM will increase.
Educational visits will be available to all pupils which will broaden their experiences, inspire our pupils and stimulate their curiosity for learning.	Progress will be measured through the curriculum outcomes for our children, discussions with them and through feedback from staff.
All pupils will be offered toast and fruit in school each day to ensure that they all have access to a healthy breakfast, are not hungry and can maintain concentration.	Feedback from the children and staff as well as observations of pupil concentration and learning behaviour.

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: £ 89,340

Activity	Evidence that supports this approach	Challenge number(s) addressed	Pupil Premium and Recovery Funding Allocation
To provide increased Teaching Assistant support across school, particularly in EYFS and KS1, to support early development and recovery of lost learning.	<ul style="list-style-type: none"> • Small group tuition – EEF +4 months. • Enabling higher levels of 1:1 feedback and intervention – EEF + 8 months. • Teaching assistants – EEF + 1 month. • Early Years Interventions – EEF +5 months. 	1,2,3,4,5,8	£33,345
Maintain a high level of staffing in KS2 and an additional teacher in Upper KS2.	<ul style="list-style-type: none"> • Enabling higher levels of 1:1 feedback and intervention – EEF + 8 months. • Reducing class sizes – EEF + 3 months. • Teachers facilitating a collaborative learning approach – EEF + 5 months. 	1,2,3,4,5,6,8	£50895
Steel River MAT joint PD Day for all staff with a focus on developing our recovery curriculum in order to secure the best possible outcomes for our pupils. (Recovery premium)	<ul style="list-style-type: none"> • A wealth of research including that from the EEF, The Teacher Development Trust and others demonstrate the importance of effective development of teachers and teaching assistants in order to improve teaching and learning. This is particularly important when focusing on the core components of our recovery curriculum and supporting our children after the pandemic. 	2,3,4	£500
Steel River Trust Improvement Team monitoring and support to improve teaching and learning across school. This will support staff with the implementation of our recovery curriculum. (Recovery premium)	<ul style="list-style-type: none"> • Research from the EEF and Teacher Development Trust highlights the importance of staff development with a direct focus on outcomes for pupils. 	2,3,4	£2000
Subject Leader development training closely linked to our curriculum recovery. This will	<ul style="list-style-type: none"> • Research from the EEF and Teacher Development Trust highlights the 	2,3,4,7,8	£2600 subject leader ½

enable SLT to support all of our subject leaders to increase their leadership capacity. In turn, all subject leaders will strengthen their ability to support other staff in improving teaching and learning. (Recovery premium)	importance of staff development with a direct focus on outcomes for pupils.		day + 2 SLT member.
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Pupil Premium and Recovery Funding Allocation
To provide after-school tuition/booster sessions from Y2 – Y6 for children who are at risk of underachieving.	<ul style="list-style-type: none"> • Small group tuition – EEF +4 months. • Enabling higher levels of 1:1 feedback and intervention – EEF + 8 months. • Reading comprehension strategies – EEF + 6 months. 	2,3,4	£5000
To invest in updating our technology across school in order to enhance Quality First Teaching. (Recovery premium)	<ul style="list-style-type: none"> • A of research supports the positive impact that access to high-quality technology has on pupil outcomes and to prepare them for the next stages of learning. • The DfE strategy <i>Realising the potential of technology in education 2019</i> states, 'We are living in a digitally enabled world where technology is increasingly part of our society. We owe it to our young people, and to anyone who wants to upskill, to do more to explore and reap the benefits that technology can bring.' • The effective use of technology can also reduce teacher workload and support professional development. 	1,2,3,7,8	£15,000

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

Budgeted cost: £37,240

Activity	Evidence that supports this approach	Challenge number(s) addressed	Pupil Premium and Recovery Funding Allocation
To heavily subsidise our residential visit to Robinwood to enable a greater number of our disadvantaged children to be able to attend and broaden their life experiences.	<ul style="list-style-type: none"> Outdoor adventure learning – EEF + 4 months. Social and emotional learning – EEF + 4 months. 	3,5,6,7,8	£4000
To provide the Rubies intervention programme to our Y6 girls to develop self-esteem, resilience and self-worth.	<ul style="list-style-type: none"> Feedback and positive impact on our Y6 girls over the last 3 years of engaging with the project. Social and emotional learning – EEF + 4 months. 	1,3,5,6,8	£880
To continue to embed our Thrive, counselling and Theraplay practices across school to support our children's emotional well-being and mental health.	<ul style="list-style-type: none"> Social and emotional learning – EEF + 4 months. Early Years Interventions – EEF + 5 months. 	1,5,6,8	£15,360
To subsidise our out-of-hours provision for vulnerable children to make the provision accessible for low-income families.	<ul style="list-style-type: none"> Parental engagement – EEF + 3 months. Feedback from parents about how the provision supports their ability to be able to go to work or fulfil other commitments whilst their children are well-cared for. 	1,3,5,6	£1000
To heavily subsidise educational experiences and visits for all children to inspire our pupils and stimulate their curiosity for learning.	<ul style="list-style-type: none"> Outdoor adventure learning – EEF + 4 months. Sports participation – EEF + 2 months. 	5, 7	£5000
To provide two members of staff to prepare free breakfast for all children across school each day to ensure that every child has access to a healthy breakfast.	<ul style="list-style-type: none"> No EEF research around this but this approach is supported by our work with Magic Breakfast with their focus on 'No child too hungry to learn'. We have witnessed the positive impact it has had on all of our pupils in terms of their energy levels, ability to focus and the positive response to breakfast each day. 	5,6	£5000

<p>To provide free fruit for KS2 children each day as a healthy snack to ensure that children are not hungry and able to maintain concentration.</p>	<ul style="list-style-type: none"> • We have witnessed the positive impact daily fruit has had on all of our pupils in terms of their energy levels, ability to focus and the positive response to fruit being available each day. 	<p>5,6</p>	<p>£4000</p>
<p>To participate in the TVCA (Tees Valley Combined Authority) Careers and Aspirations Pilot.</p>	<ul style="list-style-type: none"> • Raising aspirations is a key role of our school, particularly in a context of high levels of deprivation and unemployment. • A number of research studies have focused on career-related learning in schools. Previously we have worked on a number of projects, including Shine in collaboration with Durham University and STEM, with a focus on raising the aspirations of our pupils and their awareness of career opportunities for the future. 	<p>3, 6, 7</p>	<p>£1000</p>

Total budgeted cost: £ 145,580

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, however, we have utilised non-statutory assessments during the summer term 2021 to measure pupil outcomes and to identify gaps in learning to inform our recovery strategy. Our data analysis shows the following:

- In EYFS, 39% of our disadvantaged pupils achieved GLD. This is reflective of the significant impact lockdowns have had on our youngest pupils who have missed a significant proportion of their time in Nursery. This highlights the importance and significance of the earliest years in school.
- In KS1, 53% of our disadvantaged pupils were working at the expected standard or above in reading, writing and maths. Again, this is reflective of the significant disruption to the learning of our youngest children, with a significant proportion of their Y1 teaching being interrupted by lockdowns. Our youngest KS1 children also found accessing remote learning more challenging than our older children. Although we provided families with a wealth of support including access to laptops, iPads and wifi cards, many of our KS1 pupils did not fully engage with the provision on offer. Therefore, our recovery curriculum seeks to address the gaps in learning that have emerged as a result and support our children in making excellent progress.
- In KS2:
 - 82% of disadvantaged children were working at the expected standard or above in SPaG.
 - 89% of disadvantaged children were working at the expected standard or above in reading.
 - 85% of disadvantaged children were working at the expected standard or above in maths.
 - 70% of disadvantaged children were working at the expected standard or above in writing.

This reflects the positive impact that our Pupil Premium strategy has had on our pupils not just in the 2020/21 year but also throughout their time at Bankfields.

As a result, we feel that the implemented actions from the 2020/21 strategy have been successful, particularly those targeted around emotional wellbeing. This is imperative in our setting, but was even more prevalent during the pandemic.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
None	