

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 2024 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	272
Proportion (%) of pupil premium eligible pupils	51.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/2024
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs E Gatenby
Pupil premium lead	Mr P Bennett
Governor / Trustee lead	Mrs L Noteyoung

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£183,544
Recovery premium funding allocation this academic year	£15,128
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£198,672

## 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	Lack of parental support.
2	Limited or no experience of the world beyond their local environment.
3	Low aspirations (children and families).
4	Low level of parental education
5	Weaker language and communication skills
6	Fine and Gross Motor Skills
7	Poor auditory memory and retention skills
8	Complex home-lives
9	Lack of resilience when things get a little more challenging, especially with learning
10	Difficulties in basic literacy and numeracy skills
11	Social and emotional barriers
12	Poor learning behaviour
13	Attendance issues (below 96%)

## 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
To maintain a high level of staffing to ensure smaller class sizes and a higher staff:pupil ratio. This 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. The attainment of pupil premium eligible children will be increased.
To continue to evaluate and improve the quality of teaching and learning across school to improve outcomes for our disadvantaged pupils. This will include monitoring and support from the SRAT School Improvement Team.	The quality of teaching and learning across school will continue to be evaluated and improved based on the most recent educational research to support our disadvantaged children and improve their outcomes.
To increase leadership capacity across the school with the development of a middle leadership team, and to provide leaders with sufficient time to fulfil their role.	Leadership capacity will be increased and middle leaders will develop their subject areas in order to improve pupil outcomes.
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 continue support the increasing mental health and well-being needs of our disadvantaged pupils.	Our disadvantaged pupils will have regular access to Thrive, Theraplay, counselling to support their mental health and well-being. In addition, staff will access the support of other agencies and professionals to support our children and their families.
Out of hours provision will be available and accessible to our vulnerable pupils when it is needed (Breakfast Club).	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.
A school focus on raising aspirations with a designated Middle Leader championing 'Careers and Aspirations'.	Children will identify ambitious careers and be able to express a desire to enter employment or further education.

## 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: £ 125,586

Activity	Evidence that supports this approach	Challenge number(s) addressed	Pupil Premium and Recovery Funding Allocation
To maintain increased Teaching Assistant support across school, particularly in EYFS and KS1, to support early development and recovery of lost learning and to support our disadvantaged pupils with specific SEMH needs. Three	<ul style="list-style-type: none"> <li>• Small group tuition – EEF +4 months.</li> <li>• Enabling higher levels of 1:1 feedback and intervention – EEF + 8 months.</li> <li>• Teaching assistants – EEF + 1 month.</li> <li>• Early Years Interventions – EEF +5 months.</li> </ul>	2, 3, 5, 6, 7, 9, 10,11 and 12	£47,594

additional support staff members positioned: R X 1, X1 Y1 (PM) and Y2 X 1.			
Maintain a high level of teaching staff across to reduce the size of class sizes.	<ul style="list-style-type: none"> <li>Enabling higher levels of 1:1 feedback and intervention – EEF + 8 months.</li> <li>Reducing class sizes – EEF + 3 months.</li> <li>Teachers facilitating a collaborative learning approach – EEF + 5 months.</li> </ul>	2, 3, 5, 6, 7, 9, 10,11 and 12	£45,232
Steel River Trust Improvement Team monitoring and support to improve teaching and learning across school. This will support staff with the continued implementation of our recovery curriculum and curriculum design.	<ul style="list-style-type: none"> <li>Research from the EEF and Teacher Development Trust highlights the importance of staff development with a direct focus on outcomes for pupils.</li> </ul>	5, 7, 9, 10 and 12	£2000
To increase the capacity of SLT across the school. To provide the leadership team, and offer leaders with sufficient time to fulfil their role. In turn, leaders will have the training and time to be able to fulfil their additional responsibilities and improve the quality of teaching and learning for pupils across school.	<ul style="list-style-type: none"> <li>Research from the EEF and Teacher Development Trust highlights the importance of staff development with a direct focus on outcomes for pupils.</li> </ul>	1, 3, 4, 5, 7, 8, 9, 10,11, 12 and 13.	£30,000
To provide Team Teach Level 2 (Safer Handling Training) to four members of staff across school to support with behavioural issues occurring due to SEMH needs.	<ul style="list-style-type: none"> <li>EEF – Behavioural interventions + 4 months.</li> <li>EEF – Team Teach Teaching Assistants + 4 months.</li> </ul>	8, 11 and 12.	£760

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

Budgeted cost: £ 11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Pupil Premium and Recovery Funding Allocation
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To provide after-school tuition/booster sessions from Y1 – Y6 for children who are at risk of underachieving.	<ul style="list-style-type: none"> <li>• Small group tuition – EEF +4 months.</li> <li>• Enabling higher levels of 1:1 feedback and intervention – EEF + 8 months.</li> <li>• Reading comprehension strategies – EEF + 6 months.</li> </ul>	1, 4, 5, 6, 7, 8, 9, 10, 12 and 13.	£6000
To continue to invest in updating our technology across school in order to enhance Quality First Teaching.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The DfE strategy <i>Realising the potential of technology in education 2019 states</i>, '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.'</li> <li>• The effective use of technology can also reduce teacher workload and support professional development.</li> </ul>	2, 5, 6, 7, 9, 10 and 12.	£5000

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

Budgeted cost: £62,496

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"> <li>• Outdoor adventure learning – EEF + 4 months.</li> <li>• Social and emotional learning – EEF + 4 months.</li> </ul>	1, 2, 3, 5, 6, 9 and 11.	£6600
To provide the Rubies intervention programme to our Y6 girls to develop self-esteem, resilience and self-worth.	<ul style="list-style-type: none"> <li>• Feedback and positive impact on our Y6 girls over the last 3 years of engaging with the project.</li> <li>• Social and emotional learning – EEF + 4 months.</li> </ul>	1, 2, 3, 5, 8, 9, and 11	£1176
To continue to embed our Thrive, counselling and Theraplay practices across school to support our children's increasing emotional well-being and mental health needs.	<ul style="list-style-type: none"> <li>• Social and emotional learning – EEF + 4 months.</li> <li>• Early Years Interventions – EEF + 5 months.</li> </ul>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 12.	£23,877

To subsidise our out-of-hours provision (Breakfast Club) for vulnerable children to make the provision accessible for low-income families.	<ul style="list-style-type: none"> <li>• Parental engagement – EEF + 3 months.</li> <li>• 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.</li> </ul>	8, 11 and 13.	£8402
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"> <li>• Outdoor adventure learning – EEF + 4 months.</li> <li>• Sports participation – EEF + 2 months.</li> </ul>	1, 2, 8, and 9.	£3000
To provide one member 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"> <li>• 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.</li> </ul>	8, 13 and 7.	£3022
To provide free fruit and breakfast bagels for KS2 children each day as a healthy snack to ensure that children are not hungry and able to maintain concentration.	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	1, 8 and 13.	£5277
To develop our Innovation Dome to improve the learning environment and further the opportunities and experiences we can offer our pupils.	<ul style="list-style-type: none"> <li>• Raising aspirations is a key role of our school, particularly in a context of high levels of deprivation and unemployment.</li> <li>• Providing a space to focus on STEM and practical projects will motivate and inspire our pupils.</li> </ul>	2, 3 and 9	£3000
To support our families who are struggling to provide school uniform for their children by maintaining a stock of clean, fresh uniform in school.	<ul style="list-style-type: none"> <li>• Limited EEF research around this, but we have witnessed the positive impact that this has on our pupils and their parents when we are able to offer free, warm school uniform. This particularly benefits our pupils in the colder months.</li> </ul>	1, 8 and 13.	£300
Employment of dedicated Education Welfare Officer to support vulnerable families to overcome the barriers they face and improving school attendance.	<ul style="list-style-type: none"> <li>• Importance of improving attendance to improve outcomes. Research to suggest that disadvantaged parents are more likely to struggle with attendance.</li> </ul>	1, 3, 4, 8, 11 and 13.	£7842

**Total budgeted cost: £199,082**

## 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 2021 2022 academic year.

Our data analysis shows the following:

- In EYFS, 57% of our disadvantaged pupils achieved GLD compared to 92% of our non-disadvantaged pupils. Lower starting points and a particularly challenging cohort have shown that a gap is present. Despite this, pupil premium interventions and strategies have had a positive impact upon the progress measure of disadvantaged pupils.

In the next academic year, our focus will be on implementing strategies and support to ensure a higher proportion of the disadvantaged pupils within KS1 achieve ARE. There will be a particular focus on narrowing the gap between disadvantaged pupils in Year 1 and Year 2.

- In KS1:
  - 63% of our disadvantaged pupils were working at the expected standard or above in reading.
  - 50% of our disadvantaged pupils were working at the expected standard or above in writing.
  - 63% of our disadvantaged pupils were working at the expected standard or above in maths.
- In KS2:
  - 89% of disadvantaged children were working at the expected standard or above in reading.
  - 78% of disadvantaged children were working at the expected standard or above in writing.
  - 83% of disadvantaged children were working at the expected standard or above in maths.



## 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	