

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the **2024 2025** 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	261
Proportion (%) of pupil premium eligible pupils	55.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
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	£209,980
Recovery premium funding allocation this academic year	£0
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	£209,980

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

## 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 whilst maintaining high standards of teaching and learning across the school.	Leadership capacity will be increased whilst classroom provision and quality-first teaching remains a priority.

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 and physical health and well-being needs of our disadvantaged pupils.	Our disadvantaged pupils will have regular access to Thrive, Theraplay, and counselling to support their mental health and well-being. The Thrive offer will be extended through 'Family Thrive' to support parents. 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 a bagel 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 developing OPAL playtimes to support the physical and emotional wellbeing of the children.	School will invest in becoming an OPEL school. Leadership, teachers and support staff will all promote physical activity. The school grounds will be adapted and opportunities throughout the school day to increase activity will be explored.

## 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: £ 166,056

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 to support our disadvantaged pupils with specific SEMH needs. Three additional support staff members positioned: R X 1.5, Y1 X 0.5 and Y5 X 0.5.	<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>	12, 7, 9, 13, 5, 10, 2,3 and 6.	£56,437
Maintain a high level of teaching staff across school to reduce the size of classes and teaching groups, particularly in Y5 with a 48% disadvantaged cohort.	<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>	12, 7, 9, 13, 5, 10, 2,3 and 6	£43,684
Steel River Trust Improvement Team will grow with support from our staff to monitor and support to improve teaching and learning across school. This will ensure that teaching and learning is closely monitored and continues to improve 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>	9, 5, 10, 2 and 6	£1549
To increase the capacity of SLT across the school through the appointment of a DHT. To provide the leadership, and leaders sufficient time to fulfil their role whilst increasing the quality of teaching and learning 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, 7, 11, 9, 5, 4, 10, 2, 3, 6 and 8.	£63,985
To provide OPAL training and support for all staff to develop outdoor play and provision.	<ul style="list-style-type: none"> <li>• EEF – Outdoor adventure learning + inconclusive.</li> <li>• EEF – Physical activity + 1 month.</li> <li>• EFF – Social and emotional learning + 4 months.</li> </ul>	13, 3, 6 and 12.	£401

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

Budgeted cost: £ 5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed	Pupil Premium and Recovery
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			<b>Funding Allocation</b>
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, 11, 9, 13, 5, 4, 10, 2, 6 and 8.	£1500
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>	12, 9, 13, 5, 10, 2 and 6.	£4000

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

Budgeted cost: £74,612

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>	<b>Pupil Premium and Recovery Funding Allocation</b>
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, 12, 7, 9, 13, 10 and 3.	£2320
The introduction and development of OPAL playtimes to support the physical and mental health of our children.	<ul style="list-style-type: none"> <li>• EEF – Outdoor adventure learning + inconclusive.</li> <li>• EEF – Physical activity + 1 month.</li> <li>• EFF – Social and emotional learning + 4 months.</li> </ul>	13, 3, 6 and 12.	£8544
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> </ul>	1, 12, 7, 9, 4, 10, and 3	£1235

	<ul style="list-style-type: none"> <li>• Social and emotional learning – EEF + 4 months.</li> </ul>		
To implement 'Family Thrive' which will support vulnerable children and improve parental engagement with school.	<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, 12, 7, 11, 9, 13, 5, 4, 10, 2, 3 and 6.	£880
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, 12, 7, 11, 9, 13, 5, 4, 10, 2, 3 and 6.	£36,778
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>	4, 3 and 8.	£3291
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, 12, 4, and 10.	£5000
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>	4, 8 and 5.	£1703
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, 11 and 8.	£5867
To support our families who are struggling to provide school uniform for their children by maintaining a stock of clean, fresh uniform in school, including shoes.	<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, 11 and 8.	£300
Employment of dedicated Education Welfare Officer to support vulnerable families to overcome the barriers they face	<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, 7, 11, 4, 3 and 8.	£8694

and improving school attendance.			
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**Total budgeted cost: £246,168**



## 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 2022 2023 academic year.

Our data analysis shows the following:

#### Early Years Foundation Stage (EYFS)

**PP pupils achieving GLD: 73%**

**National Non-PP average: 67%**

PP pupils in EYFS achieved 73% GLD, outperforming the national non-PP average by 6%. This indicates PP pupils are achieving well above the national benchmark, reflecting strong early years provision and a positive foundation for further learning.

#### Year 1 Phonics Screening

**PP pupils achieving the expected standard: 79%**

**National Non-PP average: 83%**

**National PP average: 67%**

In the Year 1 Phonics Screening, 79% of our PP pupils achieved the expected standard, which is significantly higher than the national average for disadvantaged (PP) pupils at 67%.

#### Key Stage 1 (KS1) - Year 2

- **Reading: 78% (PP) vs. 72% (National Non-PP) – outperforming by 6%**  
**National PP average: 51%**
- **Writing: 70% (PP) vs. 63% (National Non-PP) – outperforming by 7%**  
**National PP average: 41%**
- **Maths: 83% (PP) vs. 73% (National Non-PP) – outperforming by 10%**  
**National PP average: 52%**

In Year 2, PP pupils achieved 78% in reading, outperforming the national non-PP average by 6% and significantly exceeding the national PP average of 51%. Their writing score of 70% also surpassed the national non-PP average by 7%, while their maths achievement of 83% outperformed the national non-PP average by 10% and the national PP average of 52%. These results indicate strong academic performance for disadvantaged pupils in our school relative to their national peers.

## Year 4 Multiplication Tables Check

- **PP pupils achieving full marks (25/25): 69%**  
**National Non-PP average: 29%**

In the Year 4 Multiplication Tables Check, 69% of PP pupils achieved full marks, significantly outperforming the national non-PP average of 29%.

## Key Stage 2 (KS2) - Year 6

- **Reading: 71% (PP) vs. 80% (National Non-PP) – 9% gap**  
**National PP average: 64%**
- **Writing: 79% (PP) vs. 83% (National Non-PP) – 4% gap**  
**National PP average: 67%**
- **Maths: 78% (PP) vs. 81% (National Non-PP) – 3% gap**  
**National PP average: 64%**
- **SPaG: 71% (PP) vs. 82% (National Non-PP) – 11% gap**  
**National PP average: 67%**

In Year 6, 71% of PP pupils achieved the expected standard in reading, which is 9% below the national non-PP average of 80% but higher than the national PP average of 64%. In writing, 79% of PP pupils reached the expected standard, just 4% below the national non-PP average of 83% and above the national PP average of 67%. The performance in maths was slightly lower as well, with 78% of PP pupils achieving the standard compared to 81% nationally, resulting in a 3% gap, but also exceeding the national PP average of 64%. For SPaG, 71% of PP pupils achieved the expected standard, trailing the national non-PP average by 11% and performing at the same level as the national PP average of 67%. While there are gaps in reading and SPaG, overall, our PP pupils are performing commendably relative to national averages, with focused interventions potentially narrowing these disparities further.

## 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	