Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the **2026 2027** 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	224 (R-Y6) **240** (N-Y6)
Proportion (%) of pupil premium eligible pupils	**54.3%**
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026/2027
Date this statement was published	November 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Mrs E Gatenby
Pupil premium lead	Mr P Bennett
Governor / Trustee lead	Mrs K McDonald

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£195,840
Recovery premium funding allocation this academic year	£0
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	£195,840

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	Complex home-lives
2	Social and emotional barriers
3	Limited or no experience of the world beyond their local environment
4	Difficulties in basic literacy and numeracy skills
5	Low aspirations (children and families)
6	Attendance issues (below 96%)
7	Low level of parental education
8	Lack of resilience when things get more challenging
9	Poor learning behaviour
10	Poor auditory memory and retention skills
11	Lack of parental support
12	Weaker language and communication skills
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 and support succession planning 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 Newby Wiske residential to broaden their life experiences.
To continue to 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 continued 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.
Our out of hours provision will be available and accessible to all 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. Children will also receive enrichment opportunities.	The proportion of our disadvantaged pupils achieving the expected standard or greater depth in RWM will increase. They will have access to a range of enrichment whilst at Bankfields.
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 developing OPAL playtimes to support the physical and emotional wellbeing of the children.	School will continue to invest in our OPAL provision. 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.
A strategic vision to be cascaded across school enhancing the importance of physical wellbeing for pupils.	Staff will promote physical activity and deliver a curriculum which improves physical outcomes for children.
To ensure that our staff have access to high quality CPD to enable them to effectively support our disadvantaged children. This will include, but is not limited to Level 1 and Level 2 Team Teach courses.	All staff will complete training to support pupils with a range of academic and social issues. Strategies and approaches learned through the training will be embedded consistently across the school. As a result, pupils will demonstrate improved self-regulation, reduced behavioural incidents, and increased engagement in learning.

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: £170,803

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. Additional support staff members positioned: R X 1.5 and Y1 X 0.5.	• 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.	3, 5, 12, 13, 10, 8, 4, 2 and 9	£34,662
Maintain a high level of teaching staff across school to reduce the size of classes and teaching groups, particularly in Y4 and Y6 to support with end of KS2 outcomes.	• 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.	3, 5, 12, 13, 10, 8, 4, 2 and 9	£92,448.75
Steel River Trust Improvement Team will cotinine to 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. Further opportunities to collaborate with teams from external Trusts will also develop skills and knowledge.	• Research from the EEF and Teacher Development Trust highlights the importance of staff development with a direct focus on outcomes for pupils.	12, 10, 8, 4 and 9	£4849
To provide additional leadership time to increase leadership capacity and to ensure staff have time to effectively fulfil their designated roles.	• Research from the EEF and Teacher Development Trust highlights the importance of staff development with a direct focus on outcomes for pupils.	11, 5, 7, 12, 10, 1, 8, 4, 2, 9 and 6	£38,843.25

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

Budgeted cost: £ 3,560

Activity	Evidence that supports this approach	Challenge number(s) addressed	Pupil Premium and Recovery Funding Allocation
To provide after-school tuition/booster sessions from Y1 – Y6 for children who are at risk of underachieving.	• Small group tuition – EEF +4 months. • Enabling higher levels of 1:1 feedback and intervention – EEF + 8 months. • Reading comprehension strategies – EEF + 6 months.	11, 7, 12, 13, 10, 1, 8, 4, 9 and 6	£1500
To continue to invest in updating our technology across school in order to enhance Quality First Teaching.	• A body 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 *Realising the potential of technology in education 2019 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.	3, 12, 13, 10, 8, 4 and 9	£2060

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

Budgeted cost: £59,764.29

Activity	Evidence that supports this approach	Challenge number(s) addressed	Pupil Premium and Recovery Funding Allocation
To subsidise our residential visit to Newby Wiske to enable a greater number of our disadvantaged children to be	• Outdoor adventure learning – EEF + 4 months. • Social and emotional learning – EEF + 4 months.	11, 3, 5, 12, 13, 8 and 2	£904

able to attend and broaden their life experiences.			
The development of OPAL playtimes to support the physical and mental health of our children.	• EEF – Outdoor adventure learning + inconclusive. • EEF – Physical activity + 1 month. • EEF – Social and emotional learning + 4 months.	13, 2, 9 and 3	£1942.79
To provide the Rubies intervention programme to our Y6 girls to develop self-esteem, resilience and self-worth.	• Feedback and positive impact on our Y6 girls over the last 4 years of engaging with the project. • Social and emotional learning – EEF + 4 months.	11, 3, 5, 12, 1, 8 and 2	£981
To further embed 'Family Thrive' which will support vulnerable children and improve parental engagement with school.	• Social and emotional learning – EEF + 4 months. • Early Years Interventions – EEF + 5 months.	11, 3, 5, 7, 12, 13, 10, 1, 8, 4, 2 and 9	£592
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.	• Social and emotional learning – EEF + 4 months. • Early Years Interventions – EEF + 5 months.	11, 3, 5, 7, 12, 13, 10, 1, 8, 4, 2 and 9	£17,769
To subsidise our out-of-hours provision (Breakfast Club) for vulnerable children to make the provision accessible for low-income families.	• 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, 2 and 6	£2652
To heavily subsidise educational experiences and visits for all children to inspire our pupils and stimulate their curiosity for learning.	• Outdoor adventure learning – EEF + 4 months. • Sports participation – EEF + 2 months.	11, 3, 1 and 8	£4111
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.	• 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.	1, 6 and 10	£1724
To provide free fruit, additional milk and breakfast toast for children each day as a healthy snack to ensure that children are not hungry and able to maintain concentration.	• 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.	11, 7 and 6	£6524

Employment of dedicated Education Welfare Officer and school counsellor to support vulnerable families to overcome the barriers they face and improving school attendance.	• Importance of improving attendance to improve outcomes. Research to suggest that disadvantaged parents are more likely to struggle with attendance. • Social and emotional learning – EEF + 4 months.	11, 5, 7, 1, 2 and 6	£8816.50
To increase school capacity in delivering safer restraint and safer handling training across school to support with the increasing SEND needs within mainstream school.	• Social and emotional learning – EEF + 4 months. • Behaviour interventions – EEF + 3 months.	1, 2, 8 and 9	£1649
Employment of dedicated Sports and enrichment coach to provide extracurricular sports clubs to children throughout the year.	• Social and emotional learning – EEF + 4 months. • Outdoor adventure learning – EEF + 4 months. • Sports participation – EEF + 2 months.	1, 2, 3, 5, 6, 8 and 13	£4875
To continue to invest in staff CPD with sessions specifically dedicated to supporting disadvantaged pupils.	• Social and emotional learning – EEF + 4 months. • Behaviour interventions – EEF + 3 months.	1, 2, 4, 5, 7, 8, 10 and 12	£7224

Total budgeted cost: £234,127.29

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 2024 2025 academic year.

Pupil Premium Strategy – Data Analysis

Our data analysis shows the following:

Early Years Foundation Stage (EYFS)

GLD – All pupils: 70%

PP pupils achieving GLD: 50%

Non-PP pupils achieving GLD: 76%

Nationally, 55% of disadvantaged pupils achieved GLD in 2026, compared with 76% of non-disadvantaged pupils.

The proportion of disadvantaged pupils achieving GLD at Bankfields was 5 percentage points below the national figure for disadvantaged pupils. The outcome for non-PP pupils was in line with the national non-PP figure. This indicates that the gap between disadvantaged and non-disadvantaged pupils remains an area for development within EYFS, with a particular focus on ensuring disadvantaged children make strong progress towards the expected level of development.

Year 1 – Phonics Screening Check

All pupils achieving the expected standard: 81%

PP pupils achieving the expected standard: 75%

Nationally, 68% of disadvantaged pupils achieved the expected standard, compared with 86% of non-disadvantaged pupils.

Disadvantaged pupils at Bankfields performed 7 percentage points above the national figure for disadvantaged pupils. The overall school outcome was 81%, compared with 86% nationally for non-disadvantaged pupils. This is a positive outcome for disadvantaged pupils, although there remains a need to continue strengthening early reading and phonics to ensure that all pupils develop the secure foundations needed for future learning.

Multiplication Tables Check (MTC)

Average score for all pupils: 23.5

Average score for PP pupils: 23.0

Percentage of all pupils achieving full marks: 64%

Percentage of PP pupils achieving full marks: 52%

Disadvantaged pupils achieved an average score of 23.0, very close to the overall school average of 23.5. However, 52% of disadvantaged pupils achieved full marks, compared with 64% of the cohort as a whole. This indicates that disadvantaged pupils are performing well overall, although there remains scope to increase the proportion achieving full marks. National comparison data is not yet available.

Year 6

Disadvantaged pupils made up 52% of the Year 6 cohort.

- Reading: 100% PP compared with 92% non-PP.
- Writing: 86% PP compared with 92% non-PP.
- Maths: 86% PP compared with 85% non-PP.
- Combined Reading, Writing and Maths: 86% PP compared with 85% non-PP.

This is an excellent set of outcomes for disadvantaged pupils. All disadvantaged pupils achieved the expected standard or above in Reading, while outcomes in Maths and the combined measure were also slightly above those of non-disadvantaged pupils. Writing remains the only subject where disadvantaged pupils achieved below their non-disadvantaged peers, although the difference is relatively small at 6 percentage points. These outcomes demonstrate that disadvantaged pupils can achieve highly at the end of Key Stage 2.

Overall Analysis

The data shows positive outcomes for disadvantaged pupils in several key areas. In Year 1 phonics, 75% of disadvantaged pupils achieved the expected standard, exceeding the national figure for disadvantaged pupils by 7 percentage points. The MTC results were also encouraging, with disadvantaged pupils achieving an average score close to the whole-school average.

Year 6 outcomes are particularly strong, with all disadvantaged pupils achieving the expected standard or above in Reading. Disadvantaged pupils also performed slightly better than their non-disadvantaged peers in Maths and in the combined Reading, Writing and Maths measure.

However, the EYFS GLD outcome highlights an area for development, with 50% of disadvantaged pupils achieving GLD compared with 76% of non-disadvantaged pupils. This reinforces the importance of early identification and targeted support to help disadvantaged children develop the foundations needed for future success.

Overall, the data demonstrates that disadvantaged pupils are capable of achieving highly at Bankfields. Our priority is to build on these strengths, address the gap in early development and ensure that disadvantaged pupils continue to make strong progress throughout their time at school.

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	