

# Pupil premium strategy statement – Banister Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	29% (124 pupils)
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	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Kate Vincent, Headteacher
Pupil premium lead	Nicola Waight
Governor / Trustee lead	Matt Turpin

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£160,050
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£160,050

# Part A: Pupil premium strategy plan

## Statement of intent

At Banister Primary, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged children receive the highest quality of education. We believe that our children's educational success lies with a balanced enriched curriculum taught to engender knowledge and skills for lifelong learning. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our aim is to:

- Remove barriers to learning created by poverty, family circumstance and background and create a belief that all disadvantaged children are capable of overcoming barriers to success.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers both within school and nationally.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a broad range of opportunities to develop their knowledge and understanding of the world.

We recognise that not all pupils who are socially disadvantaged are registered or qualify for Pupil Premium and that not all that do qualify will be socially disadvantaged. Therefore our Pupil Premium strategy aims to address the main barriers our children face and through rigorous tracking, planning and targeted support and intervention, providing all children the access and opportunities to enjoy academic success.

## Challenges

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

Challenge number	Detail of challenge
1	High mobility within school
2	Poor language skills. Observations and discussions with staff, pupils and parents indicate underdeveloped language skills and vocabulary gaps among many disadvantaged children. 64% EAL whole school (269/419 pupils) 64% PP + EAL = 79/269 children (18% of whole school)

	29% of EAL children are also PP
3	28% SEND Whole School (119 pupils) PP+ SEND = 52 pupils = 41% of PP
4	Absence – overall for PP 32% below national expectations. Attendance remains an issue for many of our more disadvantaged.  68% of PP meet expectation for 96% attendance in Autumn Term (74/108 children)
5	Lack of support at home; parental support 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
To achieve 85% of children reaching expected end of year levels in reading, writing and maths.	All children who are currently developing within their Year group curriculum will make accelerated progress to achieve expected outcomes at the end of the year.
To increase attendance to within National expectations (95% - 96%+)	All identified children to have at least 95%+ attendance or in line with national.
To improve standards of writing with a clear focus on composition and grammar in KS2 and grammar and phonics in KS1 and EYFS	All children identified will close the gap to their peers and achieve the national expected outcomes for their year group.

## 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

Budgeted cost: £96,956

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding of the ELS Phonics scheme to support all children	In order to be able to fluently write; children need to be able to fluently read therefore using Phonics is the baseline for reading	2,5

<p>in Years R – 2 and all new arrivals in Years 3 – 5.</p>	<p>and writing. Without which the gaps appear and continue to grow.</p> <p>The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or “blending” the sound-spelling patterns. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. EEF intervention review phonics (+5 months progress) have a moderate impact based on extensive evidence.</p>	
<p>Introduction of ELS Spelling scheme for Y2</p>	<p>In order to create a smooth transition from the teaching of phonics up until end of Autumn Term Y2 and the beginning of teaching spelling rules in Spring Term Y2, the ELS Spelling scheme will allow for a consistent approach to the teaching of spelling and continue to support the use of phonics.</p>	<p>2, 3</p>
<p>Tailored and specific continuous professional learning and development delivered to all teachers including an additional 1 hour fully funded CPD every week for every teacher during the Spring and Summer 2023 terms and throughout 23-24 academic year.</p>	<p>From the evidence collected from EEF (8 October, 2021), we have ensured and prioritised professional development which effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. 2 x Learning Development Leads who support with 1:1 coaching and mentoring for Teaching and Learning development and core subject leadership.</p>	<p>2, 3 and 5</p>
<p>Tailored and specific professional development for More Able children in writing and the wider curriculum.</p>	<p>EEF Individualised instruction (+4months) EEF Feedback (+6months)</p>	<p>2,5</p>
<p>Coaching program in place for all teaching staff –to develop the school’s pedagogy and application of</p>	<p>‘Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’ EEF</p>	<p>2,3,4</p>

teaching pedagogy to core subjects and the foundation curriculum.		
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## Targeted academic support

Budgeted cost: £32,128

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT Lead Phonic intervention groups	Daily intervention x 30mins EEF Toolkit: +5months	2,3,4,5
SLT Lead Maths intervention group	Daily intervention x 30 mins EEF Toolkit: Small Group Tuition (+4m)	2,3,4,5
Website and software to bridge the gap between learning in school and the practice of these skills at home – Mirodo (Yr3-5) and SATs companion (Yr 6), Num Bots (YrR-2)	Parental language barriers and working patterns have decreased the amount of support that they are able to provide their children; especially in spoken and written language and maths. EEF states that parental support has an impact of 4 months in terms of children's progress and attainment and is the foundation for building positive learning attitudes.	2,3,4,5
Provision of laptops / tablets to all children where there is a need within the family for the school year.	Lack of IT within the home that is not being used by siblings or parents to enable them to access the online offer in school. Providing equipment enables the children to access the range of online learning activities and platforms that the school provide, enabling them to practice and develop their skills alongside the learning in school.	2,4,5
Reading Fluency explicit teaching in KS2	According to the EEF intervention review reading comprehension strategies (+5 months progress) have a moderate impact based on extensive evidence.	2,3,4,5
Talk through Stories KS1 guided reading		
Small group support from Language Acquisition assistant focusing on the accurate use of tenses within writing	Small group tuition (+ 4 months progress) also has a moderate impact for individuals. Oral language interventions demonstrated in EEF that they had +5 effect on children's progress.	2,

Oracy Development for whole school (Yr 1 of implementation)	EEF Toolkit for Oral Language interventions: high impact (+6 months)	2,3,
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £37,419

Activity	Evidence that supports this approach	Challenge number(s) addressed
Initiative to identify, support, monitor and improve attendance for key PP children across the school – including EWO	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.  Attendance contracts to be given to chn not meeting expectation (96%)	4
To communicate regularly with GP's when attendance is falling short due to "illness" to heighten their awareness.	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	4
Funded learning beyond the classroom including residential trips	Increase in confidence. Experience with their peers in learning beyond the classroom. Equal opportunity to wider curriculum activities. Reduction of parental concern and anxiety. Children were able to access residential that enabled them to increase in confidence, be included with their peers and positively impact on their learning. EEF Arts Participation (+3mths)	4, 5,
Leader in Me: continued development of a whole school approach to behaviour, leadership, wellbeing and learning behaviours.	EEF Collaborative Learning approaches (+5 months)	1,4,5

## Total budgeted cost: £ 166,503

Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

**Outline outcomes for disadvantaged pupils in the 2022 to 2023 academic year and explain how their performance has been assessed.**

**From our outcomes last year (22/23);**

#### **EYFS:**

20% of the cohort is classed as disadvantaged.

They achieved 75% GDL compared to National 67% (8% increase on National outcomes)

#### **KS1:**

20% of the cohort is classed as disadvantaged. (12/60chn)

In reading 73% achieved Expected+ compared to National 68% (Equal to National)

In writing 65% achieved Expected + compared to National 60% (5% above)

In maths 78% achieved Expected + compared to National 71% (7% above)

#### **PHONICS**

**Y1: 92%** Passed compared to National Average of 78% ( 14% above)

**Y2: 73%** Passed compared to National Average of 58% (15% above)

#### **KS2:**

30% of the cohort is classed as disadvantaged.

In reading 73% achieved Expected + compared to National 73% (in-line)

In writing 78% achieved Expected + compared to National 71% (7% above)

In maths 80% achieved Expected + compared to National 73% (7% above)

In SPAG 81% achieved Expected + compared to National 72% (9% above)

**For progress across KS2;**

In reading the progress score was +0.17 compared to National 0.04

In writing the progress score was +0.84 compared to National 0.04

In maths the progress score was +2.14 compared to National 0.04

Each disadvantaged child is closely tracked throughout their journey at Banister. They are prioritised in termly Progress Reviews each term and are focus children for our phase leaders within their daily work and development within the classrooms.

Underachievement is picked up quickly and in consult with the Senior Leaders, interventions or strategies are put quickly into place. The SENDCO is also part of the SL Team and through discussions with class teacher, we are able to suggest a range of strategies that could remove the barriers they are facing.

Attendance remains a priority for the school and we have a member of Senior Leadership alongside an Admin Officer who monitor attendance closely. Attendance has been made a focus for the whole school WIG (Wildly Important Goal – Leader in Me) and each class also has an attendance incentive in place.

The school offers support, referrals and funded places within its wrap round care provision to support families as well as food banks, cost of living support and resources from school e.g. technology that may help the child to engage further.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Mirodo (years 3 to 5)	Mirodo Education
SATs Companion (year 6)	SATs Companion
Num Bots (years R – 2)	Maths Circle LTD
TT Rockstars	Maths Circle LTD