



Pupil Premium Strategy Statement

This statement details our school's use of pupil 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	418
Proportion (%) of pupil premium eligible pupils	143 (34%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-26
Date this statement was published	January 2025
Date on which it will be reviewed	January 2026
Statement authorised by	Kate Vincent Headteacher
Pupil premium lead	Tracy Price
Governor / Trustee lead	Luke Newman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	FSM Funding £52,207 FSM6 Funding £88,199
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£140,406

Part A: Pupil premium strategy plan

Statement of intent

At Banister Primary, we target the use of Pupil Premium Grant funding to ensure our disadvantaged pupils receive the highest-quality education through a balanced, enriched curriculum that builds knowledge, skills, oracy, and resilience. We aim to:

- Remove barriers created by poverty, mobility, SEND, language acquisition, and home circumstances.
- Narrow attainment gaps in reading, writing, and maths, bringing disadvantaged pupils in line with school and national outcomes.
- Strengthen attendance, wellbeing, and learning behaviours, ensuring equitable access to the full curriculum and wider opportunities
- Accelerating progress in writing at EXS and GDS across all year groups.
- Improving provision for SEND/SLCN/ASD/Spld to secure progress and attainment.
- Sustaining and improving attendance to meet or exceed national expectations (96%).
- Building teacher capacity through CPD and coaching, especially for new staff.
- Prioritising disadvantaged pupils in progress reviews, observations, and interventions.

We aim to ensure disadvantaged pupils achieve outcomes in line with or above national averages and develop resilience, confidence, and access to a broad curriculum.

Challenges

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

Challenge number	Detail of challenge
1	<i>High mobility (35%) impacting continuity of learning and attendance.</i>
2	Underdeveloped language and vocabulary; 55% EAL within PP cohort.
3	High SEND prevalence (28%) with complex needs (ASD/SLCN/Spld).
4	Attendance below national expectations (current 94.1% vs. 96% target).
5	Limited home learning support and technology access.
6	Staffing changes (5 new teachers, new SEND team) requiring intensive CPD.

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
Raise attainment in reading, writing, and maths for disadvantaged pupils.	75% EXS and $\geq 15\%$ GDS in writing; accelerated progress for those below EXS.
Improve writing outcomes through phonics, spelling, handwriting, and sentence structure.	Reduced grammar/sentence errors; improved handwriting fluency and composition quality.
Increase attendance for PP pupils to national expectations	95.1% attendance; persistent absence below national.
Strengthen oracy and language acquisition to support reading and writing fluency.	Improved vocabulary and sentence accuracy evidenced in writing and oral rehearsal.
SEND pupils make accelerated progress in writing from baseline.	100% SEND pupils demonstrate measurable progress against EduKey targets.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £49,356

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide weekly drop-in training sessions for new staff to strengthen the quality of teaching and learning for disadvantaged pupils. These sessions will focus on key areas such as Spelling Book, Reading Fluency, Notice Notebook, KS2 Phonics, and Writing Framework .</p> <p>(1 hour per week over 39 weeks)</p>	<p>EEF states that “<i>great teaching is the most important lever schools have to improve outcomes for their pupils</i>”, especially for disadvantaged learners. Ensuring teachers are supported through professional development and evidence-based strategies is essential for closing attainment gaps. Approaches such as explicit instruction, scaffolding, and metacognitive strategies are highlighted as key components of high-quality teaching.</p> <p>(EEF: Effective Professional Development)</p>	2,3,6
<p>Review the EYFS writing curriculum to strengthen early literacy for disadvantaged pupils. This will include updating GLD (Good Level of Development) mapping, providing explicit modelling during the first four weeks of term, and delivering weekly coaching sessions alongside progress reviews to ensure consistent implementation.</p>	<p>EEF’s <i>Preparing for Literacy</i> guidance highlights that developing children’s capability and motivation to write early—beyond phonics—improves outcomes and supports a Good Level of Development (GLD). Structured modelling and explicit teaching of writing concepts are recommended to build strong foundations for later literacy.</p> <p>EEF also notes that targeted coaching for teachers increases consistency and impact, as high-quality professional development is one of the most effective ways to improve teaching and pupil attainment.</p>	2,5
<p>Implement a whole-school handwriting focus to reduce cognitive load and improve writing fluency for disadvantaged pupils. This will include using CIDs to ensure consistency, conducting regular learning walks to monitor practice, and providing</p>	<p>Guidance shows that reducing cognitive load improves writing quality, and explicit handwriting practice helps disadvantaged and SEND pupils by freeing working memory for composition.</p> <p>(EEF: Improving Literacy in Key Stage 2)</p>	3,5

intervention boxes for each year group to support targeted fine motor development.		
Embed a structured approach to sentence development across the school. In EYFS and KS1, implement Colour Semantics alongside sentence structure progression to support early language and writing skills. In KS2, introduce sentence stacking and targeted oracy activities for SEND pupils to strengthen grammar, vocabulary, and spoken language as a foundation for writing.	EEF's Teaching and Learning Toolkit shows oral language interventions have high impact (+6 months), particularly for disadvantaged pupils. These approaches strengthen vocabulary, sentence structure, and comprehension through purposeful talk and structured interaction. Guidance also highlights that explicit teaching of sentence structure reduces misconceptions and supports writing development, especially when combined with modelling and scaffolding.	2,3
Implement consistent practices for providing actionable feedback to accelerate progress for disadvantaged pupils. Teachers will use regular formative assessments to identify gaps and deliver precise, timely feedback that pupils can act upon, ensuring learning moves forward effectively.	An evidence-based Teaching and Learning Toolkit shows that feedback has a high impact on learning (+6 months), particularly when it is specific, timely, and actionable. Consistent assessment and feedback help identify gaps and move learning forward effectively. (EEF feedback high impact).	3,5

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

Budgeted cost: £74,415

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed ELS Phonics interventions and assessments across Reception to Year 2 to secure strong early reading foundations, with targeted catch-up provision for new arrivals in Years 3–5 and children with knowledge gaps	The Teaching and Learning Toolkit shows that phonics approaches deliver an average of +5 months' progress for pupils, particularly when implemented systematically and with fidelity. This is highly effective for disadvantaged learners and those needing catch-up support. (EEF).	2,3,5

Gap analysis identification in reading, writing and maths	Targeted intervention accelerates progress for identified group.	2,3
Senior Leadership Team (SLT) will deliver precision interventions in phonics, reading fluency, spelling, and maths through small-group and 1:1 sessions. These interventions will focus on identifying gaps in knowledge and closing attainment gaps to bring pupils closer to national expectations.	Teaching and Learning Toolkit shows that small-group tuition delivers an average of +4 months' progress for pupils, particularly when focused on specific learning gaps. Precision teaching is also highly effective for KS2 pupils, helping them catch up quickly.	2,3,5
Embed Reading Fluency programme in KS2 to improve pace, accuracy, and comprehension. In KS1, embed Talk Through Stories to develop vocabulary and narrative understanding. Across both phases, provide targeted support for language acquisition, focusing on tense accuracy to strengthen grammar and spoken language skills.	Teaching and Learning Toolkit shows that reading comprehension and fluency approaches deliver an average of +5 months' progress, while oral language interventions have an average impact of +6 months. Both strategies are highly effective for improving outcomes for disadvantaged pupils.	2,3
Oracy development (whole school, Y2 of implementation).	Strengthens vocabulary, syntax, and discourse; supports EAL/PP writing outcomes.	2
Speech and Language Therapist 1 day per week 1:1 assessment, programmes	Evidence from EEF shows that targeted oral language interventions can lead to improved communication skills and academic outcomes, particularly for disadvantaged pupils. One-to-one assessment and programmes delivered by a qualified Speech and Language Therapist ensure needs are accurately identified and addressed, removing barriers to learning and engagement.	2,3
Educational Psychology assessment and review x 15 days	EEF evidence indicates that targeted assessment and specialist support help schools to accurately identify barriers to learning and implement effective, evidence-based interventions for disadvantaged pupils. Educational Psychology assessment and review support early identification, tailored provision and	3

	staff guidance, leading to improved outcomes and inclusion.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £97,055.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to closely track attendance for Pupil Premium pupils. This will include using WIG (Wildly Important Goal) boards to track progress, engaging with the Education Welfare Officer (EWO), implementing parental attendance contracts, and liaising with GPs where health-related barriers exist.	<p>DfE research confirms that attendance is a prerequisite for attainment: pupils with 95%+ attendance are almost twice as likely to achieve expected standards at KS2 compared to those attending 90–95%. Missing just 10 days can reduce the likelihood of success by up to 50%.</p> <p>DfE statutory guidance (<i>Working Together to Improve School Attendance</i>) recommends structured parental contracts and multi-agency collaboration as effective strategies for improving persistent absence, ensuring early intervention and shared accountability.</p>	1,4
Provide funded wider opportunities for disadvantaged pupils, including access to residential, educational trips, and extracurricular clubs. Offer support for wrap-around care and supply devices for online learning to remove barriers and ensure equal access to enrichment and learning beyond the classroom.	Research highlights that equal access to enrichment opportunities builds confidence, engagement, and increases practice time, helping disadvantaged pupils close gaps in experience and learning. Providing funded trips, clubs, and devices also addresses the home support gap, ensuring pupils can participate fully in academic and extracurricular activities.	4,5
<p>Deliver targeted SEND interventions such as:</p> <p>NLP strategies, multisensory spelling, Clever Hands, and Precision Teaching to accelerate progress for pupils with identified SEND.</p>	EEF Guidance recommends structured, targeted interventions alongside high-quality teaching for pupils with SEND. Interventions should be carefully matched to need and implemented with fidelity.	3

<p>Implementation fidelity monitored via EduKey.</p>	<p>“High quality teaching should reduce the need for extra support, but some pupils will require high quality, structured, targeted interventions to make progress.” (EEF SEND Guidance)</p> <p>“Select high-quality, structured interventions... pupil making progress and being better able to thrive in their learning are appropriate criteria for success.” (EEF Selecting Interventions)</p> <p>DfE Pupil Premium Guidance supports using evidence-based targeted interventions as part of the menu of approaches.</p> <p>“Using pupil premium in line with the ‘menu of approaches’... includes targeted academic support for pupils who need it.” (DfE Guidance) Fidelity Monitoring is essential to maintain effectiveness; tools like EduKey help track adherence and quality.</p> <p>“Implementation fidelity... ensures interventions are delivered as intended, which is critical for achieving expected outcomes.” (NCII Fidelity Tools)</p>	
<p>The Leader in Me whole-school approach to develop positive behaviour, leadership skills, wellbeing, and effective learning behaviours. This framework will support disadvantaged pupils by fostering resilience, self-regulation, and engagement, creating a consistent culture of responsibility and growth across the school.</p>	<p>Research shows that collaborative learning and metacognitive strategies are strongly linked to improved outcomes, particularly for disadvantaged pupils. Teaching pupils to plan, monitor, and evaluate their learning, alongside structured peer collaboration, can add +7 months’ progress on average.</p>	<p>1,4,5</p>
<p>Provide emergency clothing, essential equipment, and food support for disadvantaged pupils and their families within and beyond school. This includes:</p>	<p>Meeting basic needs improves attendance and engagement; hunger and lack of clothing can prevent pupils from learning effectively. DfE and EEF guidance recommend addressing non-academic barriers (such as wellbeing and attendance)</p>	<p>4</p>

<p>Supplying school uniform and winter clothing for pupils in need. Providing food parcels, vouchers, or access to school-based food banks. Ensuring pupils have access to basic learning equipment (e.g. PE kit) to participate fully in school life.</p>	<p>as part of a tiered approach under “wider strategies.”</p> <p>“Significant non-academic challenges – such as attendance, behaviour, and social and emotional learning – can have a negative impact on outcomes for some disadvantaged pupils.” (EEF Guide)</p> <p>“Using pupil premium in line with the ‘menu of approaches’... includes wider strategies to support pupils’ social, emotional and behavioural needs.” DfE Guidance</p>	
<p>Establish inter-school opportunities through local partnerships, inclusive sports festivals, and friendly tournaments, ensuring PP pupils are actively selected and supported</p>	<p>Sporting activities can improve attendance and retention.</p> <p>Quality and structure matter more than the type of sport; planned, regular, and inclusive activities are most effective.</p> <p>Physical activity also provides important health, wellbeing, and social benefits, which have intrinsic value for PP & SEND pupils. EEF Toolkit</p>	<p>4, 3</p>

Total budgeted cost: £220,824.50

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At Banister, every disadvantaged child is closely monitored throughout their school journey. They are given priority during termly Progress Reviews and identified as focus pupils for our Senior Leaders, who support their daily learning and development in the classroom. Any signs of underachievement are addressed promptly; in consultation with Senior Leaders, targeted interventions and strategies are implemented without delay. The SEND Team, work alongside class teachers to recommend a range of approaches aimed at removing barriers to learning.

Attendance remains a key priority for the school. A member of the Senior Leadership Team, together with an Admin Officer, monitors attendance rigorously. Attendance is also embedded within the school's Wildly Important Goal (WIG) as part of the Leader in Me framework, and each class benefits from its own attendance incentive.

To further support families, the school provides wraparound care with funded places where needed, as well as referrals to external services. Additional assistance includes access to food banks, cost-of-living support, and resources such as technology to help children engage more effectively with their learning.

From our outcomes last year (24/25);

EYFS:

16.7% of the cohort is classed as disadvantaged (10/60 children).

50% achieved GLD compared to All National 68.4% (National Disadvantaged 51.5%)

KS1:

31.6% of the cohort is classed as disadvantaged. (19/60chn)

57.9% achieved Expected+ in reading, compared to National All 71.6% (National Disadvantaged 58.8%)

52.7% achieved Expected+ in writing, compared to National 64.1% (National Disadvantaged 49.8%)

73.6% achieved Expected+ in maths, compared to National 72.8% (National Disadvantaged 59.7%)

PHONICS

30.5% cohort is classed as Disadvantaged (18/59 children)

Y1: 44% Passed compared to National All 80% (67% National Disadvantage).

25% of the group is classed as Disadvantaged (2/8 children).

Y2: 50% Passed compared to National All 50% (44% National Disadvantage).

KS2:

30% of the cohort is classed as disadvantaged (18/60 children).

55.6% achieved Expected + in reading, writing and maths compared to National All 62.2% (National Disadvantaged 47.4%).

In reading 83.3% achieved Expected + compared to National All 75.1% (National Disadvantaged 63.2%).

In writing 66.7% achieved Expected + compared to National All 72.3% (National Disadvantaged 59.4%).

In maths 72.2% achieved Expected + compared to National All 74.1% (National Disadvantaged 60.5%).

In SPAG 66.7% achieved Expected + compared to National All 72.6% (National Disadvantaged 59.7%)

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil 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	Maths Circle LTD
TT Rockstars	Maths Circle LT
ELS	Oxford University Press
ELS e-Books	Oxford University Press

