

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bankside Primary
Number of pupils in school	617
Proportion (%) of pupil premium eligible pupils	33.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	22/23 23/24 24/25
Date this statement was published	
Date on which it will be reviewed	December 2025
Statement authorised by	Victoria Broughton
Pupil premium lead	Catherine Upton
Governor / Trustee lead	Sadie Drew-Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£301,920
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	£301, 920

Part A: Pupil premium strategy plan

Statement of intent

We believe that every child should be given the ‘Bankside best’ opportunity to meet their individual potential. In order to achieve this, we engage in a range of strategies to issue challenge at an appropriate level and to provide support to overcome any possible barriers to learning. We provide a rich and varied curriculum, to create a community of learning where our children are engaged and achieve well.

Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for Pupil Premium, but for all children at who experience disadvantage and barriers to their education, such as poor housing, poor access to healthcare and low income. Specific interventions and initiatives to achieve this are now embedded across school, because of the use of our allocated Pupil Premium funding.

School Leaders at Bankside are committed to ensuring that all of our disadvantaged pupils receive teaching that is at least ‘good’, through use of resources and a clearly established cycle of monitoring and evaluation throughout school.

Funding is allocated within the school budget by financial year. This budget enables us to plan our intervention and support programme, year on year, based on the needs of the current cohorts of children in receipt of Pupil Premium Funding. When making decisions about allocating this funding we use routine termly assessment activities, outlined in our termly monitoring and evaluation calendar, to create informed decision making, as well as the use of data provided by Fisher Family Trust and the Local Authority Perspective Lite database. Expenditure is reviewed, planned and implemented by academic year, as shown within this document.

School context and demographic – general deprivation

Bankside is a large, 3FE entry school, in the inner-city Leeds area of Harehills. The most recent data available from the Ministry of Housing, Communities and Local Government – using the Indices of Deprivation (IoD - <https://imd-by-postcode.opendatacommunities.org/imd/2019->) places the school in the bottom decile for all domains of deprivation: Income, Employment, Education, Health, Crime, Barriers to housing and service and Living Environment. The

overall Index of Multiple Deprivation (IMD) places the school in the bottom 1% of all areas ranked by postcode nationally (327/32.442 'local super output' areas).

The school is situated in one of the densely populated areas of the city and also experiences high levels of mobility, also impacting on the overall deprivation of children's consistent educational experience and/or access.

Challenges

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

Challenge number	Detail of challenge
1	Poor language skills. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary. 80% of PP children are also EAL.
2	Limited life experiences beyond their home and immediate community. They may also have limited access to books, libraries and technology.
3	Early traumatic life experiences, including violence at home, leading to difficulties with social, emotional and mental health. Many parents need support with specific parenting strategies such as routines, healthy diet and boundaries.
4	Lower attainment on entry and slower progress rates made by disadvantaged pupils. Limited access to school during Covid-19 has widened these gaps.
5	Lower attendance and higher rates of persistent absenteeism for PP / disadvantaged children.

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
Language deficit for disadvantaged pupils is reduced.	<ul style="list-style-type: none"> Targeted pupils receive speech and language therapy and language interventions Parents are engaged in development of their child's speech and language Pupils exposed to appropriate vocabulary across the curriculum through careful planning.
Pupils experience a language-rich and culturally diverse curriculum.	

<p>Pupils experience a broad range of trips, visits and visitors which enriches the curriculum.</p> <p>Pupils develop a love of reading through exposure to a wide range of texts.</p>	<ul style="list-style-type: none"> • Teachers plan engaging visits and visitors which link to their planned curriculum. • Teachers plan trips to local amenities such as shops, libraries and parks to introduce parents to local trips out. • Throughout their time at Bankside, all children will visit key experiences such as the seaside, a farm, a museum, • All children experience high quality teaching of reading • All children have access to high quality texts at their reading level • Increased % of PP children are working at ARE or above in phonics and reading.
<p>Pupils are safeguarded from and supported through traumatic life experiences.</p> <p>Pupils are able to regulate their emotions and use strategies to engage in the classroom</p>	<ul style="list-style-type: none"> • PSHE curriculum builds resilience and awareness of trusted adults for all pupils. • Effective communication between classroom staff, safeguarding team and nurture support lead allows information to be shared. • Emotional support is available to pupils who have experienced trauma immediately and routinely. • Named interventions are in place for pupils who struggle to regulate emotions.
<p>PP children make at least expected progress from their individual starting points in Reading, Writing and Maths.</p> <p>The gap is narrowed in the progress and attainment of PP and non-PP children.</p>	<ul style="list-style-type: none"> • All children have access to quality first teaching in core subjects • Formative and summative assessment used effectively to identify and address learning gaps and misconceptions • Interventions and tutoring are targeted at those children who are falling behind and enable them to catch up with their peers.
<p>Disadvantaged pupils attend school regularly</p>	<ul style="list-style-type: none"> • Number of PP children who are persistently absent is reduced. • Overall attendance for disadvantaged children is above 95%

<p>Support is given to access appropriate healthcare, housing, school uniform for those families where these factors are barriers to children attending school.</p>	<ul style="list-style-type: none">• Monitoring through attendance meetings and Inclusion register supervision identifies barriers to good attendance and targets family outreach support.
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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: £107, 902

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement in Maths Mastery CPD including the Maths Hub	Recommendation 1 from Improving Mathematics at EY and KS1, EEF	4
Whole school CPD on developing Reading comprehension	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction (EEF toolkit).	4
Whole school CPD in Phonics throughout school	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF toolkit)	4
Invest in assessment tools to support accurate teacher assessment	Recommendation 1 from Improving Mathematics at KS2 and 3, EEF	4
AHT for Core Standards with responsibility for raising standards in Reading	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF toolkit	4
Leadership time for subject leader monitoring and action planning	Recommendation 3 from Effective Professional Development, EEF	4
NPQ training for Maths and English leaders (release time)	Evidence from EEF – The Guide to Pupil Premium – A tiered approach to spending	4

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

Budgeted cost: £71, 690

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oral language interventions and strategies implemented in classrooms and small groups.	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. (EEF Toolkit)	1
Times Tables Rockstars and Multiplication conceptual and procedural fluency games	Increase in speed and accuracy results (y4 average increase in accurate speed of 4.11 seconds during autumn term 2021) Recommendation 3, Improving Mathematics at KS2 and 3, EEF	4
Small group phonics intervention for targeted pupils who did not pass phonics screening check at either y1 or y2	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Recommendation 7, Improving Literacy at KS2, EEF	4

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

Budgeted cost: £124, 120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture support lead	Social and emotional learning	3, 4

PSHE adaptive curriculum	approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.(EEF Toolkit)	3, 4
Family Friday parental involvement sessions	Parental engagement has a positive impact on average of 4 months' additional progress.	2, 4
Parent workshop curriculum		
Parenting groups for targeted families		
School Uniform and equipment exchange	Evidence from EEF – The Guide to Pupil Premium – A tiered approach to spending	5
Attendance officer and attendance admin worker (including training for driving minibus for morning collections)		
Breakfast club		5
After school clubs – art, drama, dance	Evidence from EEF – The Guide to Pupil Premium – A tiered approach to spending Arts participation has a positive impact on average of 3 months additional progress.	1, 2, 4, 5
Playground Equipment & Sporting opportunities		

Total budgeted cost: £304, 442

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 2023-24 academic year.

Attainment					
EYFS outcomes					
	%GLD 2021	%GLD 2022	%GLD 2023	%GLD 2024	%GLD Nat
Overall	9.9	31.9	34.3	27.3	67.7
PP	10.5	25	56.3	10	52.1
Non PP	9.7	33.3	28.3	29.5	70.2
<p>PP in 2024 11% of overall cohort (10 pupils). 70% of PP cohort were SEN. In 2023 21% of overall cohort were PP (16 pupils). 43% of PP cohort were SEN. The most recent data shows a decrease in the number of pupils achieving GLD. This is due to a significant increase in the number of SEN pupils in the cohort – 60%. The PP data also saw a decline in the numbers of pupils achieving GLD. In 2024 11% of the cohort were disadvantaged, slightly below national figures of 14%.</p>					
KS2 outcomes 2024					
	%R EXS+	%W EXS+	%M EXS+	%RWM EXS+	
Overall 91 pupils	51.6	42.9	42.9	28.6	
PP 38 pupils	39.5	39.5	36.8	26.3	
Non PP 53 pupils	60.4	45.3	47.2	30.2	
National average	74.3	71.7	73.1	60.6	
PP gap with national	-34.8	-32.2	-36.8	-34.3	
PP 2023 (35 pupils)	40	31.4	34.3	20	
Increase year on year for PP	-0.5	+8.1	+2.5	+6.3	

60% of PP cohort SEN (23 pupils). 50% of overall cohort SEN.

2024 saw a slight improvement from 2023 data for PP children and overall cohort. There continues to be a significant gap between PP outcomes and national outcomes.

Attainment for all pupils was lower than national average. 27 pupils within the cohort achieved GLD in Reception evidencing the low starting points of many pupils within the cohort.

Attendance outcomes

Overall attendance was 89% in 23-24. PP attendance was 90%. National attendance 94.5%.

Disadvantaged pupils had a higher rate of persistent absence, at 43.8%, compared with 36.8% of non-disadvantaged pupils.

	% attendance 22-23	% attendance 23-24	% PA 22-23	% PA 23-24
Overall	88.2	89	51%	43%
PP	88.4	90	53.8	43.8
National	92.6	92.8	21.2	20.7

Further work is needed to target persistently absent pupils. Additional capacity is planned into the team for academic year 24-25, with regular opportunities to review the impact of this work.

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
Speech and Language Therapy	Chatterbug

Service pupil premium funding N/A