

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	591 (+105 nursery)
Proportion (%) of pupil premium eligible pupils	35%
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	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Sarah Ruddy
Pupil premium lead	Catherine Upton
Governor / Trustee lead	Georgina Fisher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 285, 310
Recovery premium funding allocation this academic year	£ 29,870
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	£315, 180

Part A: Pupil premium strategy plan

Statement of intent

We believe that every child is 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 and/or catch up funding.

School Leaders at Bankside are committed to ensuring that all of our disadvantaged pupils receive teaching that is at least 'good' in every lesson, through use of resources and a clearly established cycle of monitoring and evaluation throughout school. All children who have 'fallen behind' their peers with similar starting points receive routine intervention and daily support.

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

<p>Pupils experience a language-rich and culturally diverse curriculum.</p>	<ul style="list-style-type: none"> • Pupils exposed to appropriate vocabulary across the curriculum through careful planning.
<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, • 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 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.

<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">• Overall attendance for disadvantaged children is above 95%• Monitoring through attendance meetings and RADAR 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: **£ 181, 175**

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 Oracy and Vocabulary in the classroom	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. (EEF Toolkit)	1, 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
TLR for Head of English to lead on early reading and phonics development	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
HLTA to lead on Reading for Pleasure to allow access to library at lunchtimes and after school.		
Leadership time for subject leader monitoring and action planning	Recommendation 3 from Effective Professional Development, EEF	4
NPQ training for Heads of Year (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: £45, 272

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI Targeted language intervention in Phase 1	EEF trial of NELI found that pupils receiving NELI made an average of 4 additional months progress (EEF Toolkit)	1
Speech and Language Therapy Programmes delivered by school staff	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. (EEF Toolkit)	1
Beanstalk targeted reading intervention	At the start of the intervention 84% of children were classed as 'Below' or 'Working Towards' their age-appropriate level. By the end of the intervention only 53% are still at that level. 47% of children have caught up to their age-appropriate level and are classed as 'At' or 'Above' compared to 16% at the beginning of their time with the reading helper. Beanstalk Impact report 2018-19	2, 4
Nessy reading intervention & Toe by Toe reading intervention	On average, individualised instruction approaches have an impact of 4 months' additional progress (EEF toolkit) EEF trial of Lexia showed average of +2 months for struggling readers.	2, 4
White Rose Maths Tutoring	Small group tuition can provide an average of +4 months additional progress	4
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
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture support lead	Social and emotional learning 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
PSHE adaptive curriculum		3, 4
Family Friday parental involvement sessions	Parental engagement has a positive impact on average of 4 months' additional progress.	2, 4
Parenting groups for targeted families		
School Uniform and equipment	Evidence from EEF – The Guide to Pupil Premium – A tiered approach to spending	5
Attendance officer and attendance outreach worker (including training for driving minibus for morning collections)		
Breakfast club		
Trips and visits including Forest School Phase 1	Evidence from EEF – The Guide to Pupil Premium – A tiered approach to spending	1, 2, 4, 5
Movement Play, Playground Leaders & Sporting opportunities		

Total budgeted cost: £ 315, 807

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 2021 to 2022 academic year.

Attainment

EYFSP data shows that Covid absence had a significant impact on children achieving early learning goals, down from 34.6% GLD in 2019 to 9.9% in 2021. In 2022 the overall attainment has improved but the gap between PP and non-PP has widened.

	% GLD 2021	% GLD 2022
PP	10.5	17.6
non-PP	9.7	36.4
ALL	9.9	31.9

Summary of KS2 data 2022

	R	W	M	RWM
PP (38 children)	57.9	35.1	47.4	27
non-PP (53 children)	50	32	36	22
Gap	+7.9	+2.1	+11.4	+5
National average (ALL PUPILS)	74.5	69.4	71.3	58.6
Gap with National average	-16.6	-34.3	-23.9	-31.6
ALL (91 children)	53.4	33.3	40.9	24.1
Progress PP	+2.22	-1.37	+1.37	

Attainment for all pupils is lower than National averages. Our pupil premium children make, on average, good progress and by the end of KS2 are outperforming the non-PP in our school. However, the gap to pupils nationally is significant and attainment continues to be a priority.

Despite our very low starting points, Pupil Premium children made accelerated progress across KS2 in Reading and Maths. This progress is above that of all pupils nationally, and of PP children nationally.

In Writing, progress was slower than average. Writing was the area most affected by Covid absence. This Y6 cohort missed much of their education in year 4 and year 5 due to Covid restrictions. Our current school development priority is developing Early Reading. However monitoring of provision in Writing and planning further CPD is ongoing. Following evaluation of approaches in teaching Writing, any changes will be implemented in 23/24.

Attendance

Overall attendance in 2021-22 was 90% (excluding covid absences). PP children were in line with school average, at 89.9%.

Unauthorised absence increased from 3.3% to 3.8%. A significant aspect of this was unauthorised holiday, as many families were able to visit loved ones abroad for the first time since Covid restrictions were lifted.

The percentage of persistently absent pupils continues to be higher than national average at 42.6%. This has increased since 2021-22.

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
Nessy reading intervention	Nessy Learning
Maths intervention	White Rose Maths
Speech and Language Therapy	Chatterbug

Service pupil premium funding N/A