

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	609
Proportion (%) of pupil premium eligible pupils	32.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	25/26 26/27 27/28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
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	£298, 455
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	£298, 455

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 excellent teaching, through use of training, resources and a clearly established cycle of monitoring and evaluation throughout school. We ensure that time is allocated to regularly review the impact of teaching on learning and identifying gaps and barriers to learning.

At Bankside, we know that attendance and engagement at school are an essential pre-cursor to progress and achievement. Therefore we invest in our attendance and pastoral teams to identify and address barriers to learning. We work closely with families to empower them to make positive choices to support their children, for example through parent coffee mornings and community groups, access to breakfast club and a comprehensive family support offer.

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.

We have a clear, strategic 3-part model approach for Pupil Premium funding provision, which is adopted from the Education Endowment Foundations 3-tiered approach. High Quality teaching, Targeted Academic Support and Wider Strategies.

Our determined and committed leadership team and wider staff ensure that Pupil Premium funding and provision impacts achievement, attendance and pastoral care. This includes an identified governor having responsibility for Pupil Premium, the Deputy Head teacher and Assistant Head teachers responsible for monitoring provision and outcomes, and the wider staff team to implement and evaluate provision. The Deputy Head teacher and Assistant Head teachers regularly evaluate pupil premium outcomes compared to other pupils in school to ensure the correct strategies and provision are in place.

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 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 local area has a higher rate of income deprivation affecting young people than 99% of other neighbourhoods in the UK.

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. 47% of new pupils in school had no previous experience of education in the UK. Over 33% had returned to education after a significant gap in their schooling (CME process). Therefore the majority of our mid-phase arrival pupils have significant gaps in learning.

Challenges

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

Challenge number	Detail of challenge
1	Lower attendance and higher rates of persistent absenteeism for PP / disadvantaged children.
2	Poor language skills. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary. 79% of PP children are also EAL.
3	Limited life experiences beyond their home and immediate community. They may also have limited access to books, libraries and technology. There are barriers to children accessing cultural experiences such as trips and visits.

4	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.
5	Lower attainment on entry and slower progress rates made by disadvantaged pupils. Limited access to school during Covid-19 school closures has widened these gaps.
6	Higher than average levels of SEN. 57% of PP children also have an identified special educational need. 45% of these pupils have a speech, language and communication need. 9% of these pupils have a moderate learning difficulty.

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
<p>Disadvantaged pupils attend school regularly</p> <p>Support is given to access appropriate healthcare, housing, school uniform for those families where these factors are barriers to children attending school.</p> <p>Wider academic strategies</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% • Monitoring through attendance meetings and Inclusion register supervision identifies barriers to good attendance and targets family outreach support.
<p>Language deficit for disadvantaged pupils is reduced.</p> <p>Pupils experience a language-rich and culturally diverse curriculum.</p> <p>Teaching, Targeted academic support</p>	<ul style="list-style-type: none"> • Targeted pupils receive speech and language therapy and language interventions • 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> <p>Teaching, Wider strategies</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 PP children in KS1 and 2 access an extra-curricular club. • 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> <p>Pupils are supported with regulating emotions through the wider curriculum including breakfast and lunchtime provision</p> <p>Parents and families are able to access support with parenting to support emotional regulation.</p> <p>Teaching, Wider strategies</p>	<ul style="list-style-type: none"> • All pupils are able to name a trusted adult within school they can speak to. • 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. • Identified targeted families access breakfast and lunchtime provision. • Identified targeted families access parenting support (HENRY / bespoke parenting sessions/ cluster family support)

<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> <p>Teaching, targeted academic support</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 • Progress measures at end of KS2 evidence expected or accelerated progress from starting points.
<p>SEN Pupils make good progress from their starting points</p> <p>Targeted academic support</p>	<ul style="list-style-type: none"> • SEN pupil progress tracked through regular assessment and monitoring. • Small steps of progress tracked and monitored through Bsquared. • Named interventions in place to enable progress in reading.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £89,625.37

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	5
Whole school CPD on developing Reading comprehension	Reading comprehension strategies are high impact on average (+7 months). Alongside phonics it is a crucial component of early reading instruction (EEF toolkit).	5
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)	5
Invest in assessment tools to support accurate teacher assessment	Recommendation 1 from Improving Mathematics at KS2 and 3, EEF	5
Provide additional release time for moderation between teachers.		
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	5
Leadership time for subject leader monitoring and action planning	Recommendation 3 from Effective Professional Development, EEF	5

NPQ training for Maths and English leaders (release time)	Evidence from EEF – The Guide to Pupil Premium – A tiered approach to spending	5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £66,939.00

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)	2
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	5
Small group phonics intervention for targeted pupils who did not pass phonics screening check at either y1 or y2, and those arriving after Year 1 from abroad.	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	5

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

Budgeted cost: £142,154.15

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)	4, 5
PSHE adaptive curriculum		4, 5

Social Emotional Learning Project training		
Family Friday parental involvement sessions	Parental engagement has a positive impact on average of 4 months' additional progress.	3, 5
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	6
Attendance officer and attendance admin worker		
Breakfast club		6
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.	3, 4
Playground Equipment & Sporting opportunities		

Total budgeted cost: £298,718.52

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 2024-25 academic year.

Attainment

EYFS outcomes 2025

	%GLD 2022	%GLD 2023	%GLD 2024	%GLD 2025	%GLD Nat
Overall	31.9	34.3	27.3	41	68.3
PP	25	56.3	10	16.7	51.5
Non PP	33.3	28.3	29.5	43.1	71.5

Prime areas at expected in 2025 was 48% for all pupils.
For PP 16.7% achieved the prime areas.
There were 11 pupils who were PP in the 24-25 cohort (13% of cohort). Of these, 90% have SEN, with the majority of pupils having SEN needs in speech, language and communication. This compares with the overall cohort in which 53% have SEN.

Y1 Phonics screening check 2025

	2023	2024	2025
All pupils	19%	42%	52%
PP	13%	40%	64.3%
Non-PP	21%	42%	50%
National	78.9%	80.2%	79.9%

Investment in training and resources for the teaching of phonics has led to a significant and rapid improvement in the outcomes for pupils in the Y1 PSC. In 2025 the percentage of pupils leaving KS1 having achieved the expected score in the PSC by the end of Y2 was 65%, compared with 53% in 2022.

KS2 outcomes 2025

	%R EXS+	%W EXS+	%M EXS+	%RWM EXS+
Overall	44	34	48	29
89 pupils				
PP	46	28	39	28

46 pupils				
PP (not SEN)	68	44	60	40
25 pupils				
National average	75	72	74	62
PP gap with national	-34	-48.9	-38.1	-41.5
PP 2024 (35 pupils)	39.5	39.5	36.8	26.3
Increase year on year for PP	+0.5	-16.4	-0.9	-5.8

39 pupils were disadvantaged in the 2025 cohort. 44% of the cohort.

Of PP children 53% were SEN. The impact of these children's scores on the overall outcomes is significant.

The cohort has significantly lower starting points than the national average. In the Y1 PSC (taken in Autumn 2020) 22% of current PP children achieved the expected level, compared with 24% of all current pupils in the school, and 78.3% of children nationally. 26% of pupils were not in UK education system when the check was taken (no data).

Attendance outcomes 2025

Overall attendance was 91.6%. PP attendance was 91.2%. National attendance 94.6%.

Disadvantaged pupils had a higher rate of persistent absence, at 34.7%, compared with 31.2% of non-disadvantaged pupils.

	% att 22-23	% att 23-24	% att 24-25	% PA 22-23	% PA 23-24	% PA 24-25
Overall	88.2	89	91.6	51%	43%	32%
PP	88.4	90	91.2	53.8	43.8	34.7
National	92.6	92.8	94.6	21.2	20.7	12.6

There has been a significant and sustained improvement in overall attendance in school. A significant factor continuing to impact on attendance levels is the number of applications for exceptional leave -140 children took exceptional leave in 2024-25. The vast majority of these

applications are related to family members who are unwell abroad, or medical intervention for family members. Week-by-week data also shows a significant dip in attendance before and after school holidays, due to families visiting family members abroad. School continues to work with families to reduce the impact of travel abroad on children's education.

Specific interventions

Our targeted interventions focusing on speech, language and communication included:

Specialist SALT (Chatterbug)	15 pupils
Chatterbug delivered by school	26 pupils
Chatterbug class target	48 pupils
Colourful semantics intervention	27 pupils
Intensive interaction	15 pupils
Attention autism intervention	15 pupils
Lunchtime communication provision	19 pupils
ELSA	19 pupils
Lego club (lunchtime provision)	13 pupils

Impact statement – Review of the previous PP strategy

2024-25 marked the end of our previous Pupil Premium 3 year strategy. In evaluating the impact of this strategy, the school has concluded that:

- The school has had a positive impact in improving outcomes for pupils in early reading in KS1, as evidenced by the improvement in Phonics screening check scores.
- There has been a significant improvement in the levels of attendance across school and a reduction in persistent absence. However attendance remains below national averages and persistent absence continues to be higher than national.
- The intended outcome of improvement in KS2 results has not yet been realized, and a review of the approach taken is needed.

A significant factor impacting on the intended outcomes is the level of SEN which has increased since the previous PP strategy was written. This should be recognised as an additional challenge within the next PP strategy, and specific actions identified to address this challenge.

In order to improve the outcomes for pupils the following actions will be included in our Pupil premium strategy for 25-28:

- Continue the tight focus on improving attendance and reducing persistent absence for

disadvantaged pupils

- Tighten the processes around assessment, moderation and pupil progress meetings to ensure that children who are falling behind are identified early and effective support is put in place.
- Continue to develop reading comprehension strategies across the 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
Speech and Language Therapy	Chatterbug
Phonics and Early Reading	SoundsWrite
Times tables fluency	Times Tables Rock Stars
Reading assessment	NFER
Maths assessment	White Rose Maths

Service pupil premium funding N/A