



Banks Lane Junior School

Communication, Collaboration, Curiosity, Resilience, Reflection



Pupil Premium Strategy Statement 2022

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	Banks lane Junior School
Number of pupils in school	353
Proportion (%) of pupil premium eligible pupils	67 PP pupils (19%)
Academic year that our current pupil premium strategy plan covers	2021- 2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2023
Statement authorised by	Ed Milner Headteacher
Pupil premium lead	Nicola Windas
Governor / Trustee lead	Emma Battersby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94180
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£94180

Part A: Pupil premium strategy plan

Statement of intent

The focus of our pupil premium strategy is to *ensure* all pupils, irrespective of their background or barriers they face, make good progress and achieve high attainment across all subject areas, including progress for those who are already high attainers. It is our intention and a priority for our school to identify social and emotional barriers to support wellbeing to ensure disadvantaged pupils are better equipped to achieve their goals.

We consider the barriers faced by vulnerable pupils, such as those who have safeguarding issues. The activity we have outlined in this statement is intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be monitored to ensure progress is sustained and improved alongside progress for their disadvantaged peers and alongside the National Average for disadvantaged pupils.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. To ensure they are effective we will:

- Provide social and emotional support for vulnerable children
- Act early to intervene at the point need is identified
- Ensure disadvantaged pupils are challenged in the work that they're set
- Ensure disadvantaged pupils receive a rich and varied curriculum

We adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve, with social and emotional wellbeing at the heart of our approach.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges affect disadvantaged pupils, including their attainment.
2	Assessments indicate that writing attainment among disadvantaged pupils is below the National Average compared to the National Average of non-disadvantaged writers. Internal assessments indicate writing, reading and maths attainment among disadvantaged pupils, in some year groups, is below that of non-disadvantaged pupils. Assessments also indicate that disadvantaged pupils working at greater depth in reading, writing and maths is below that of non-disadvantaged pupils.
3	Our understanding, from several national studies, is that disadvantaged pupils have a lack of enrichment opportunities; impacting wellbeing, communication, achievement and independence.

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
Improved writing attainment among disadvantaged pupils at the end of KS2.	Writing outcomes in 2024/25 show that readers are broadly inline with the National Average.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Maths outcomes in 2024/25 show that Maths is inline with the National Average.
Improved reading attainment among disadvantaged pupils at the end of KS2.	Reading outcomes in 2024/25 show that reading is inline with the National Average.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> Qualitative data from student voice, student and parent surveys and

	teacher observations, including the use of Zones of regulation.
To achieve and improve opportunities for enrichment, particularly for our disadvantaged pupils.	An increase in participation in enrichment activities, particularly among disadvantaged pupils.

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

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Enhancement of our quality first teaching for reading- a whole class reading approach.</p> <p>We will fund teacher release time to embed key elements of guidance in school. Observations and modelling ensures expectations are high.</p> <p>Lesson study shares best practice and enhances quality first teaching.</p> <p>Using robust reading assessment tools: Rocket Phonics and Yark (York Assessment of Reading for Comprehension) to</p>	<p>Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success. Disadvantaged pupils need to keep up with their peers rather than be helped to catch up later. The whole class reading model aims to help children to understand vocabulary which is vital for comprehension and also for wider learning and progress.</p> <p>Robust assessment is fundamental to help to put targeted support in place and accelerate progress. Training and follow up training helps to enhance quality first teaching.</p> <p>https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1637857731</p>	2

<p>identify gaps to put targeted intervention in place.</p> <p>Phonics training for all staff. Follow up training for staff leading phonics groups using read, write, inc.</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start</p>	
<p>Employment of Pupil Premium Champion/lead</p>	<p>School leaders focus on a small number of priorities each year in areas that are likely to make the biggest difference, with a focus on effective implementation. The approaches adopted are selected on the basis of external and internal evidence to ensure pupils school strategies focus on support for all disadvantaged pupils.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p>	2
<p>Using lesson study to enhance quality first teaching.</p>	<p>Lesson Study is a professional development programme that involves teachers working in small groups to plan lessons that address a shared learning goal for pupils, including disadvantaged pupils. They then deliver these lessons while their peers observe, and refine the lesson plans based on feedback and review. The focus of peer observations is on the learning of particular pupils rather than the teacher.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lesson-study</p>	2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>National Tutoring Programme</p> <p>Identified children, significantly impacted by the pandemic, received tutoring each week for a 12 week programme.</p>	<p>There is a large body of evidence that tutoring and small-group tuition is effective - particularly where it is targeted at pupils' specific needs; and that it can be particularly effective for disadvantaged pupils.</p> <p>As such the NTP was set up in response to COVID and the subsequent school closures, as one of the most effective ways to help children catch up with their learning.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme</p>	2
<p>Purchase of a Lexia to secure increased accuracy of word reading and comprehension for all identified pupils.</p>	<p>Lexia has a good evidence base that indicates a positive impact on the accuracy of word reading and comprehension, particularly for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia</p>	2
<p>Phonics training for all staff. Follow up training for staff leading phonics groups using read, write, inc.</p>	<p>Read Write Inc. Phonics teaches young children to read and write, through a structured and systematic approach to teaching literacy.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start</p>	2

<p>To embed reading opportunities for disadvantaged pupils.</p> <p>Read with disadvantaged pupils up to x3 per week.</p>	<p>Listening to children read 1-1 enables teaching staff to support word reading and language comprehension as the two key sides of reading that need to come together to enable reading comprehension (the ultimate goal of reading).</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-reading-comprehension-in-key-stage-2</p>	<p>2</p>
<p>Engaging with pupils through focus group intervention in small groups.</p>	<p>Group work targeted at specific needs through diagnostic assessment can help to bridge gaps in knowledge and can be an effective method to support low attaining pupils or those falling behind.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>2</p>
<p>Purchase of additional resources, including grammarsaurus , TT rockstars and first news.</p>	<p>Using fun and interactive resources for learners to enhance engagement and provision at home.</p>	<p>2</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop social and emotional (SEL) learning.</p> <p>SEL approaches will be developed through follow up staff training with the intention to use Zones of Regulation as routine educational practice.</p>	<p>Developing self-regulatory skills helps children manage their own behaviour and aspects of their learning. Efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity and are consistently linked with successful learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</p>	1&2
<p>Enhance social and emotional (SEL) learning for wellbeing groups.</p> <p>New staff to observe experienced/trained well-being staff</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	1&2
<p>Employment of a learning mentor.</p> <p>Develop and sustain social and emotional (SEL) learning for individual pupils and families supported by our learning mentor.</p>	<p>Mentoring aims to build confidence and relationships, to develop resilience and character or raise aspirations. Typically mentors build relationships with young people by meeting with them one to one for about an hour a week over a sustained period.</p> <p>Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic</p>	1&2

	<p>outcomes such as attitudes to school, attendance and behaviour.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	
<p>Develop enrichment opportunities for all pupils and particularly disadvantaged children. Pupils are offered forest schools and other outdoor adventure pursuits throughout the school.</p>	<p>Evidence from the EEF indicates that enriching education has intrinsic benefits, particularly for those from disadvantaged backgrounds, who deserve a well-rounded, culturally rich, education, which can directly improve pupils' attainment.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	1&3
<p>Purchase of CPOMS (software). Staff are trained to use CPOMS to embed safe practice procedures.</p>	<p>Staff use CPOMS to monitor safeguarding, wellbeing and all pastoral issues. CPOMS helps to ensure that children, young people and adults are safe and fully supported.</p>	1, 2 &3
<p>Providing uniform, breakfast club and food parcels for pupils, including disadvantaged pupils.</p>	<p>Wearing the appropriate uniform develops a school ethos, improves behaviour and discipline. Evidence suggests that by offering breakfast club attendance of disadvantaged pupils improves attendance.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p> <p>https://educationendowmentfoundation.org.uk/projects-and-</p>	

	<u>evaluation/projects/national-school-breakfast-programme</u>	
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Total budgeted cost:

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.

External assessments indicate that disadvantaged pupils working at age related expectations (ARE) in Reading and Maths are working above the National Average. In writing, disadvantaged pupils are working inline with the National Average. External assessments indicate that disadvantaged pupils working at greater depth are working below the National Average.

Internal assessments during 2021/2022 indicate that writing attainment among disadvantaged pupils is below the National Average compared to the National Average of non-disadvantaged writers. Internal assessments indicate writing, reading and maths attainment among disadvantaged pupils, in some year groups, is below that of non-disadvantaged pupils.

As evidenced in schools across the country, school closure had a detrimental impact on a majority of pupils, including disadvantaged pupils. Pupils were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

We continue to use pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required, including the National Tutoring Programme.