



Banks Lane Junior School

Communication, Collaboration, Curiosity, Resilience, Reflection



Action plan

Banks Lane Junior School Pupil Premium Statement 2023-2024

What is Pupil Premium?

Pupil Premium was introduced in April 2011 with the aim to provide schools with additional funding to raise the attainment of disadvantaged pupils of all abilities to reach their potential. Additional funding is allocated for pupils who have been registered for free school meals at any point within the last six years; children who are looked after by the Local Authority and children with parents in the regular armed forces.

Pupil Premium funding, where appropriate, is linked to the School Action Plan. If your child may be eligible for Free School Meals, you should apply, even if you do not intend to take the meals as this will enable the school to obtain £1,455- £2,530 of funding to benefit your child. The school reserves the right to allocate funding to support any pupils or groups of pupils that have been legitimately identified.

The recovery premium grant is part of the government's package of funding to **support pupils whose education has been impacted by coronavirus (COVID-19)**. It is a time-limited grant providing over £300m of additional funding for state-funded schools in the 2021 to 2022 academic year and £1bn across the 2022 to 2023 and 2023 to 2024 academic years.

How Banks Lane Junior School is spending allocations: March 2023-2024

We use a tiered approach to Pupil Premium spending to improve: teaching, targeted academic support and wider strategies, as recommended by the Education Endowment Foundation (EEF) to address the key challenges below, identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with pupils and families have identified social and emotional and mental health issues for many pupils. These challenges affect disadvantaged pupils, including their attainment.
2	Internal assessments indicate that writing attainment among disadvantaged pupils is below the National Average in some year groups compared to the National Average of non-disadvantaged writers. Internal assessments indicate writing, reading and maths attainment among disadvantaged pupils, in year 4, 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.

Activity in this financial year

This details how we have spent our pupil premium (and recovery premium funding) this financial year to address the challenges listed above.



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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>Using robust reading assessment tools: YARC (York Assessment of Reading for Comprehension) to identify gaps to put targeted intervention in place.</p> <p>Phonics training for phonics lead using read, write, inc.</p> <p>Lesson study observations share best practice and enhance quality first teaching.</p>	<p>Outcomes for year 3, 5 and 6 indicate that Pupil Premium children are working significantly higher than the National Average in reading.</p> <p>Ofsted (2024) stated: "The school fosters a love of reading. A comprehensive reading programme underpins the curriculum. Through this, all pupils have access to high-quality reading texts. This links to a strong focus, across all subjects, on the explicit teaching of vocabulary."</p> <p>Of the lowest 20% of readers (in year 3) 83% readers improved their standardised score in reading and 100% improved their reading comprehension according to internal YARC assessments. YARC is a robust reading assessment tool to target early intervention and identify gaps for the lowest 20% of readers on entry to the Junior School.</p> <p>Despite intensive weekly phonic lessons, outcomes for year 4 indicate that Pupil Premium children are working significantly below than the National Average in reading. At the beginning of year 4 37% of Pupil Premium children were on track to meet age related expectations in reading. By the end of year 4, this increased to 44%. Ofsted (2024) recognise: "The school has implemented a phonics programme for those pupils who are at the early stages of reading. The school has provided training on the programme for some members of staff. However, staff are at varying stages of applying the training appropriately. Some routines for teaching phonics are inconsistent. As a result, some pupils are not successfully transferring their phonics knowledge into their everyday learning in the classroom."</p> <p>Staff have carried out a lesson study focusing on adaptive teaching and writing. As a result of this, staff were able to share what makes good adaptive teaching and what worked effectively to help to develop their own adaptive teaching further. Further case studies enabled teachers to evaluate adaptations that support targeted individuals. OFSTED (2024) stated "The school has high expectations for pupils' achievement and behaviour. Pupils value the recognition that they get for working and trying hard to meet these expectations. Pupils, including those with special educational needs and/or disabilities (SEND), achieve well. Classrooms are typically calm. This helps pupils to do their best in lessons....They adapt learning activities so that pupils progress well through the curriculum".</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



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	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lesson-study	
Enhancing quality first teaching for writing- Grammarsaurus training and use of 'The Place Value of Punctuation and Grammar'	Staff attended Grammarsaurus training (November 2023). The PVPG scheme has been introduced for each year group to be taught weekly. As a result, outcomes for year 6 pupils indicate that for Pupil Premium pupils 76% achieved age related expectations in the end of year SPAG assessments (SAT's 2024) and 38% exceeded age related expectations. This is above the National Average (for non disadvantaged pupils)	
Employment of Pupil Premium Champion/lead	<p>The Pupil Premium lead uses management time to monitor and analyse PP overviews. Barrier scores, attendance and intervention is monitored termly.</p> <p>The approaches/interventions adopted are selected on the basis of external and internal evidence to ensure 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



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Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Programme/Academic mentors	<p>Tutoring for maths has taken place during the Spring and Summer term targeting PP children who are not on track to meet ARE in year 6 and Year 4. As a result, Pupil Premium children are working above the NA in Year 6 for maths. Pupils targeted, for maths, in year 4 have also improved the ARE from 38% to 44%.</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
To embed reading opportunities for disadvantaged pupils. Read with disadvantaged pupils up to x3 per week.	<p>Outcomes for year 3, 5 and 6 indicate that Pupil Premium children are working significantly higher than the National Average in reading.</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>	2
Engaging with pupils through focus group intervention in small groups.	<p>Pupil Premium children work within a focussed group up to x3 times per week with a teacher or teaching assistant to support their needs/accelerate progress.</p> <p>Ofsted (2024) stated: "The school swiftly identifies pupils with SEND. Staff get to know pupils before they join the school. This allows them to provide any additional help that pupils may need to settle in successfully. Staff across the school are informed about the additional needs of pupils with SEND. They adapt learning activities so that pupils progress well through the curriculum".</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>	2



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Purchase of additional resources, including grammarsaurus, TT rockstars and first news.	As a result, outcomes for year 6 pupils indicate that for Pupil Premium pupils 76% achieved age related expectations in the end of year SPAG assessments (SAT's 2024) and 38% exceeded age related expectations. This is above the National Average (for non disadvantaged pupils). Year 4 pupils (19.6) are broadly in line with the National Average score (20.6) for times tables. 27% of pupils (in 2024) achieved full marks.	2
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Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop social and emotional (SEL) learning. SEL approaches will be developed through follow up staff training with the intention to use Zones of Regulation as routine educational practice.	Ofsted (2024) stated "Pupils are happy at this warm and caring school. They feel well looked after and appreciate the support that is offered to them by the school." Across school, children regulate their emotions using the zones of regulation. Each classroom has an interactive zone of regulation display. Staff check in with children, including Pupil Premium children each morning and afternoon. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies	1&2
Enhance social and emotional (SEL) learning for wellbeing groups. New staff to observe experienced/trained well-being staff.	Ofsted (2024) stated "Pupils are happy at this warm and caring school. They feel well looked after and appreciate the support that is offered to them by the school." All Pupil Premium pupils have taken part in at least one cycle of a wellbeing group. https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	1&2
Employment of a learning mentor. Develop and sustain social and emotional (SEL) learning for individual pupils and families supported by our learning mentor.	The school learning mentor works with a variety of Pupil Premium pupils throughout their time in school with the aim to build confidence and relationships, to develop resilience and character or raise aspirations. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1&2
Develop enrichment opportunities for all pupils and particularly disadvantaged children. Pupils are offered forest schools and other outdoor adventure pursuits throughout the school.	Ofsted (2024) stated "Pupils flourish in their leadership responsibilities, including acting as Spanish ambassadors, 'nature ninjas' or members of the school parliament. A number of educational visits enrich pupils' learning across the curriculum. Pupils enjoy attending a wide range of after-school clubs, including bingo, street dance and learning to play instruments such as the ukulele."	1&3



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	<p>100% of pupils in year 3 (including PP pupils attend the year 3 trip)</p> <p>100% in year 4 (including PP pupils attended the year 4 residential)</p> <p>65% of Pupil Premium pupils in year 6 attended the year residential (an increase of 10% from the previous year)</p> <p>100% of Pupil Premium pupils in year 5 attended the year 5 residential</p> <p>100% of year 4 pupils took part in forest school for a 6 week block.</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>	
Purchase of CPOMS (software). Staff are trained to use CPOMS to embed safe practice procedures.	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.	1, 2 & 3
Providing uniform, breakfast club, music lessons including disadvantaged pupils.	<p>10% of Pupil Premium pupils had music lessons paid for.</p> <p>A small percentage of Pupil Premium pupils had breakfast club and uniform paid for.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme</p>	3
Attendance	OSTED (2024) stated "The school has taken appropriate steps to improve pupils' rates of attendance. It carefully scrutinises attendance information so that any trends or patterns are identified. The school works closely with parents and carers to ensure that pupils who are often absent are supported to increase their attendance levels. As a result, most pupils typically attend school well."	1, 2 & 3

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:



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	<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.

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 to 2024 academic year.

- Outcomes for year 6 indicate that Pupil Premium children are working significantly higher than the National Average in reading and maths. Pupil Premium readers are working just below the National Average in writing.
- Outcomes for year 3 indicate that Pupil Premium children are working significantly higher than the National Average in reading, writing and maths.
- Outcomes for year 5 indicate that Pupil Premium children are working above the National Average in reading and maths
- Outcomes for year 4 indicate that Pupil Premium children are working significantly below than the National Average in reading, writing and maths. This cohort will be targeted in future strategy.
- Outcomes for year 5 indicate that Pupil Premium children are working significantly below in writing. This cohort will be targeted in future strategy.
- We continue to use pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in the 2024-2025 strategy.