



Banks Lane Junior School

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Action plan

Banks Lane Junior School

Pupil Premium Statement 2021-2022

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 schools 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 £1300 of funding to benefit your child. The school reserve the right to allocate funding to support any pupils or groups of pupils that have been legitimately identified.

In June 2020 the government announced £1 billion of funding to support children and young people to catch up on missed learning caused by coronavirus (COVID19). This is especially important for the most vulnerable pupils and pupils from disadvantaged backgrounds who we know have been most affected (see the Catch up Premium Plan for further details).

How Banks Lane Junior School is spending allocations: March 2021-2022

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 (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	Internal assessments indicate that writing attainment among disadvantaged pupils is below the 2019 (pre-pandemic) National Average compared to the 2019 (pre-pandemic) National Average of non-disadvantaged writers. This is partly driven by some lack of engagement in virtual learning during Lockdown periods. Internal assessments indicate writing, reading and maths attainment among disadvantaged pupils, in some year groups, is below that of non-disadvantaged pupils.
3	Our understanding, from several national studies, is that some disadvantaged pupils have a lack of enrichment opportunities and restrictions impact wellbeing, communication, achievement and independence.

Activity in this financial year

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

Teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our quality first teaching for maths. We will fund teacher release time to embed key elements of guidance in school and to access White Rose Premium resources	Using assessment to build on pupils' existing knowledge and understanding enables teachers to use appropriate manipulatives and representation, where appropriate, to teach pupils strategies to solve problems. Developing a rich network of mathematical knowledge and using tasks and resources to challenge and support pupils' mathematics will improve	2



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and CPD. Book monitoring and observations ensure expectations are high.	<p>mathematics attainment for all pupils, including disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	
Employment of Pupil Premium Champion/lead	<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.</p> <p>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

Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Programme Identified children, significantly impacted by the pandemic, received tutoring each week for a 12 week programme.	<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 likely 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
Purchase of a Lexia to secure increased accuracy of word reading and comprehension for all identified pupils.	<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
Use structured interventions to provide additional support in maths: Same Day Intervention (SDI)	<p>Same Day Intervention (SDI) is designed to increase pupils' mathematics attainment across all age groups and provide targeted support so that all pupils, including disadvantaged pupils, attain a given level of mathematics understanding.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Same_Day_Intervention_Evaluation_Report_April_2021_Final.pdf</p>	2
To embed reading opportunities for disadvantaged pupils. Read with disadvantaged pupils up to x3 per week.	<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>	2



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	https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-reading-comprehension-in-key-stage-2	
Engaging with pupils through focus group intervention in small groups.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2
Purchase of additional resources, including spelling shed, bug club and first news.	Using fun and interactive resources for learners to enhance engagement and provision at home.	2

Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop social and emotional (SEL) learning. SEL approaches will be developed initially through staff training with the intention to use Zones of Regulation as routine educational practice.	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. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies	1&2
Enhance social and emotional (SEL) learning for wellbeing groups. Staff received additional training on the Wellbeing toolkit regarding the pandemic.	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): 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.	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. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1&2
Develop enrichment opportunities for all pupils and particularly disadvantaged children.	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.	1&3



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Pupils are offered forest schools and other outdoor adventure pursuits throughout the school.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	
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 and food parcels for pupils, including disadvantaged pupils.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme	

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 are incremental each year and 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 are incremental each year and 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 are incremental each year and 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.



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