



# Bandon Hill Primary School

## Pupil Premium Strategy Statement 2023/24

Bandon Hill Primary School is part of the Greenshaw Learning Trust.

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# Pupil Premium Strategy Statement for Bandon Hill Primary School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	458
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023/24 2024/25 2025/26
Date this statement was published	March 2024
Date on which it will be reviewed	March 2025
Statement authorised by	Rob Hopkins
Pupil premium lead	Peter Haddock
Governor / Trustee lead	PP Governor stepped down Spring 2024, new governor to be appointed.

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,755
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£9,425
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£-
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£88,755

# Part A: Pupil premium strategy plan

## Statement of intent

At Bandon Hill Primary School we follow our 'Dare to Dream' philosophy where every child is supported to develop the characteristics of being Daring, Resilient, Enquiring, Ambitious and Motivated. This applies to all children, including those who may face additional barriers to developing those characteristics based on possible limits in and outside of school based on their family income or personal circumstances. We therefore aim to provide a balanced and stimulating curriculum with cultural enrichment activities for all. Our pupil premium funding is used to allow our children who may have barriers to their learning due to personal circumstances. We intend to accomplish the following targets...

- Children at Bandon Hill Primary in receipt of the Pupil Premium perform in line with non-Pupil Premium pupils and deprivation is not a barrier to their success.
- The current strategy takes a holistic approach to supporting Pupil Premium children and their families. That we have a dialogue with families who are supported by our Child and Families team throughout Operations Manager.
- Quality First Teaching is an ongoing focus. Leaders, teachers and all staff work towards developing their pedagogy and approach.
- Underperforming pupils are identified early in Pupil Progress Meetings and targeted support and intervention is put in place quickly and reviewed regularly. These are led by experienced teachers or highly trained teaching assistants.
- Children and families are signposted to Early Help services as soon as appropriate after being identified by our Child and Families Team.
- Children who require additional support with their social, emotional and mental health are identified early and targeted support is in place and reviewed regularly through our ELSA and Nurture Groups.
- There is support in place to challenge more able pupils so they can achieve beyond the expectations.
- Whilst we plan certain out of class interventions, on the whole we believe the best place for our children is in the classroom where they are exposed to high quality teaching in all lessons which is developed through continuous CPD and support.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Lower Progress and Attainment</b> Pupils who are experiencing disadvantage generally make slower progress and have lower attainment outcomes (in 2023 KS2 stats show whilst overall, 63% of children gained combined the combined reading, writing and maths at KS2 (17% higher standard – of the 13 disadvantaged children in the year group, only 38% gained the combined measure and just 8% the higher standard).
2	<b>Attendance</b> A number of children who are among our identified disadvantaged children are persistent absentees. Attendance in general is not as strong among some of our disadvantaged children in comparison with their peers. 71% of Children who are not in receipt of the Pupil Premium at the time of writing have an attendance rate of the desired 95% or above, opposed to just 32% of children in receipt of the Pupil Premium.
3	<b>Vulnerability</b> The majority of the number of disadvantaged child on CP, CIN or EHAT (6 out of 9) are in receipt of the Pupil Premium.
4	<b>Children's Wellbeing</b> A number of our children visit our ELSA lead and our Nurture Groups due to requiring pastoral support.
5	<b>Lack of access to Enrichment Activities</b> Some of our children in receipt of Pupil Premium are not having the same access to cultural activities as their non-disadvantaged peers outside school.

## 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
1. Increase the progress and then attainment of all children in receipt of the Pupil Premium.	<ul style="list-style-type: none"> <li>● For all children who are eligible for Pupil Premium in each year group make at least the same progress as their non-PP peers.</li> <li>● For the 'gap' between end of KS1 and KS2 attainment outcomes between disadvantaged and non-disadvantaged is at least matching national and 'alike' schools on GIAS.</li> </ul>
2. To bring the attendance of all children to be in-line with the expected minimum of 95% plus in the academic year or for those whose attendance is well below the standard, to improve by at least 10% each term.	<ul style="list-style-type: none"> <li>● For attendance figures to meet the targets discussed opposite</li> <li>● For attendance figures for disadvantaged and non-disadvantaged to match at least national averages by the end of the school year.</li> </ul>
3. To ensure the identified children with the Pupil Premium that have a current S17, S47, EHAT or an attached social worker receive support to ensure their academic and social progress is not hampered.	<ul style="list-style-type: none"> <li>● Children are discussed at fortnightly Child and Family meetings and resources are allocated accordingly such as ELSA (see below)</li> </ul>
4. Ensure ELSA and Nurture are fully resourced and support our children in receipt of the Pupil Premium with targeted outcomes.	<ul style="list-style-type: none"> <li>● Designated Children receive support in either the nurture group or an ELSA group.</li> </ul>
5. As part of our SIP priority relating to Cultural Capital, all children in receipt of the Pupil Premium share a strong planned series of cultural opportunities across the school year.	<ul style="list-style-type: none"> <li>● Pupil Premiums visits and cultural opportunities take place throughout the year – either PP group-specific or subsidised whole cohort visits/events.</li> </ul>

## 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: £39,052

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching at all times accessed by every child.</p> <p>Quality first teaching embedded and evidenced by...</p> <ul style="list-style-type: none"> <li>● CPD – Insets, staff meetings, support from Greenshaw Learning Trust Curriculum leads.</li> <li>● Developmental Drop-Ins (DDIs) – Professional Development observations.</li> <li>● Embedded shared philosophies of teaching – Rosenshine Principles</li> <li>● Recruitment and retention of high quality staff</li> <li>● Teachers engage with the most up to date thinking from the Maths hub, utilising the in- house expertise of our maths lead.</li> <li>● All subject leaders are supported through Greenshaw Learning Trust Curriculum Leads</li> </ul>	<p>EEF Guide to Pupil Premium states: “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils”.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p> <p>“For good results, good recruitment is the best intervention money can buy. To take a disadvantaged child out of a lesson to receive intervention when that lesson is high quality and mostly free from low level disruption seems counter-productive.”</p> <p><a href="#">How Quality-First Teaching and High Expectations Benefits All of Our Pupils - TeachWire</a></p>	<p>1</p>

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

Budgeted cost: £25,738 (+ £4,425 recovery budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>● Targeted Interventions (academic)</li> <li>● 1 to 1 support</li> <li>● Booster Groups in Year 6</li> <li>● SALT</li> <li>● OT</li> <li>● Social Skills</li> <li>● Nurture</li> <li>● Breakfast Nurture</li> <li>● ELSA</li> <li>● Wellbeing Lunch Club</li> <li>● Play Therapy</li> <li>● Attention Autism</li> <li>● Spelling Shed</li> <li>● Times Tables Rockstars</li> <li>● IDEL – Dyslexia Programme</li> <li>● Targeted PP support from non-class based teachers</li> </ul>	<p>‘The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.’</p> <p><a href="#">Teaching Assistant Interventions (Education Endowment Foundation)</a></p>	<p>1, 2, 4</p>
<p>PP Contribution to Learning Partners salaries to ensure support of PP children in all year groups</p>	<p>Research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can</p>	<p>1</p>

	impact negatively on pupils' learning outcomes.  <a href="#">Making Best Use of Teaching Assistants (EEF)</a>	
Data analysis and Pupil Progress Meetings to monitor progress of children and plan interventions as a result.	'Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.'  Education Endowment Foundation   EEF	1,3,4

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

Budgeted cost: £23,963 (+ £6,000 recovery budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Groups run throughout the day by a dedicated nurture lead and additional adult.	'There is wide-ranging evidence to suggest that primary nurture groups are a positive form of intervention in supporting primary aged pupils with social, emotional and behavioural difficulties (SEBD) (Cooper and Whitebread, 2007; Reynolds, MacKay and Kearney, 2009; Seth-Smith et al., 2010; Sloan et al., 2016).'	3
	<a href="#">International Journal of Nurture Education 2023</a>	
ELSA leads children with emotional and social needs throughout the day.	'The research completed indicates ELSA training was effective in helping teaching assistants work with children to develop their emotional literacy, according to both the ELSAs themselves and in the view of SENCOs and Head teachers.'	4
	<a href="#">Investigation into the Effectiveness of Emotional Literacy Support Assistants (ELSAs) in Schools (2015)</a>	



Leadership team member acts as attendance officer, monitoring and supporting families to have strong levels of attendance.	Attendance is particularly important for disadvantaged pupils who are at greater risk academically and personally. And yet disadvantaged pupils often face a range of challenges that contribute to lower attendance compared to their more advantaged peers. These challenges are interconnected and can create barriers to consistent school attendance.  Raising the attendance of disadvantaged pupils – Education Conferences UK 2023	2
Supporting families with the cost of school uniforms		2, 5
Introduce funded extra-curricular club places with school clubs for Pupil Premium children.	Participation in extra-curricular activities has been found to have a positive association with educational aspirations.  <a href="#">An Unequal Playing Field: Extra Curricular Activities, Soft Skills and Social Mobility DfE</a>	1, 5
Introduce subsidised school visits for children in receipt of the Pupil Premium.	The importance of cultural and arts opportunities to support the wider learning of pupil premium students. Schools can have a role in enhancing cultural capital to remove barriers to accessing and understanding the wider curriculum.  <a href="#">Culture, Creativity and Narrowing the Gap – using pupil premium to enrich cultural education</a>	1, 5
Pupil Recovery Premium – staff hours dedicated to attendance, behaviour, wellbeing	See above.	1, 2, 3, 4, 5

**Total budgeted cost: £88,755 + (£9,425 Recovery Premium)**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The end of KS2 attainment results in the 2022/23 academic year were as follows:

The combined percentage of children achieving the expected standard in reading, writing and maths for disadvantaged pupils at Bandon Hill Primary School was 38% (44% nationally) whilst the overall attainment at Bandon Hill for disadvantaged and non-disadvantaged was 63% (60% nationally).

Desired outcome	Estimated Impact	Lessons Learned
Reaching Full Potential  Attainment and progress of PPG children is not as high as non-PPG children in school in core subjects of Reading, Writing and Maths from their September starting points	There was still a significant gap between the attainment between disadvantaged and non-disadvantaged children with the gap slightly wider in KS2 at Bandon Hill compared with national. The year group had a lot of other needs which overlapped with the PP measure.	The average combined score of disadvantaged children was 101 whereas it was maths at 99 which was the area the disadvantaged cohort fell down on. In the current academic year there has been a stronger emphasis on maths boosters.
Basic Skills and Prior Learning  Teacher assessment has identified that a number of pupils in receipt of Pupil Premium, who are not making the required progress, have specific gaps in their basic skills and prior learning knowledge.	Targeted interventions were carried out funded by the PP including a teacher targeting PP children. We saw good improvements in reading progress among the children.	As above, we hope to target maths groups and have similar improvements in progress. Arithmetic boosters in Year 6 are having a strong impact this year.
Attendance  The attendance of pupils in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absentees.	Both overall and persistent absence were recorded as being in-line with the local authority (although marginally better) and they were lower than the national rates.	A member of the SLT has taken on the attendance role and is proactive in meeting parents with the Education Welfare Officer and we have a very structured process for tackling all absence and persistent absence.

<p>Wellbeing/ Pastoral</p> <p>Pupils emotional well-being, social and behavioural needs affect children being in a position to be able to make progress and their readiness to learn.</p>	<p>The nurture and ELSA groups have been successful during the year and a number of children who were having interventions have successfully transitioned back into class.</p>	<p>A new nurture/ELSA team has been assigned to continue and widen the successful provision in the school with successes already recorded in the autumn term.</p>
<p>Home Learning</p> <p>Increasingly complex PPG families that have diverse individual needs and barriers that require bespoke interventions / support to enable the children to have equity of access to all areas of education. For a number of Pupil Premium pupils who are not making required progress, engagement from families to support with learning at home is lower, particularly with reading and basic skills practice.</p>	<p>Tracking showed that the home learning was not being accessed by certain families and was reviewed and a new home learning programme was introduced to be as accessible as possible to children including those who didn't have access to a computer.</p>	<p>We are currently tracking the engagement with the new home learning system. We have learnt that for those PP children not engaged, it is important that homework is discussed and marked as a class for those who struggle and also reading is prioritised with TA interventions for those children who are not reading at home at the level we expect.</p>
<p>Cultural Capital</p> <p>We will continue to ensure equity in cultural experiences between our disadvantaged pupils and their non-disadvantaged peers. This will include access to clubs as well as trips, visitors and residential.</p>	<p>The children participated on a number of visits with visitors coming to the school as well. However, we have reviewed our curriculum which has included a review of all school visits to be reflective of our current cohort and provide wider cultural activities.</p>	<p>To ensure PP children are having a wider exposure to culture, we have begun PP targeted visits such as cinema trips and activities organised by local private and grammar schools offering activities to children in receipt of the Pupil Premium.</p>

