



Bandon Hill Primary School

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Bandon Hill Primary School
Number of pupils in school	1,270
Proportion (%) of pupil premium eligible pupils	12.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	19/10/2021
Date on which it will be reviewed	October 2021
Statement authorised by	Laura Rodger
Pupil premium lead	Maria Reece Jenny Ryan
Governor / Trustee lead	Rebecca Lewis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£227,890
Recovery premium funding allocation this academic year	£16,000
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	£243,890

academic year	
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Part A: Pupil premium strategy plan

Statement of intent

At Bandon Hill Primary School, all staff and governors have a responsibility to ensure that the offer we provide for our Pupil Premium children enables them to reach their full potential. We recognise that support can often be needed, not just academically, but socially and emotionally too. We are committed to offering opportunities for children to receive emotional literacy support, social skills groups, as well as a chance to participate in wider school activities. Nationally, it has been researched that children who access Pupil Premium funding have a reduced exposure to vocabulary. We are dedicated to working to combat this by immersing our children in a language rich environment. Through rigorous assessments and data analysis, children are given targeted interventions to close gaps in learning. As part of our ongoing support for our Pupil Premium children, we recognise the importance of having a strong relationship with their families.

Challenges

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

Challenge number	Detail of challenge
1 Reaching full potential	Disadvantaged children making at least expected progress from their September baseline starting points.
2 Access to home learning	Some disadvantaged pupils have less opportunities to practice reading, spellings or access the school's online learning platform.
3 Attendance	The attendance of pupils in receipt of Pupil Premium is below that of their peers.
4 Wellbeing	Some disadvantaged children lack self-esteem and confidence to achieve and struggle to think of themselves as achieving in the future.

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><u>Reaching full potential</u> To ensure the progress for pupils in receipt of Pupil Premium are at least in line with those of their peers across the curriculum. To ensure that high quality teaching is effectively in place as well as targeted interventions.</p>	<ul style="list-style-type: none"> • Increase the progress for key groups of pupils in receipt of pupil premium in reading, writing and maths in line with their baseline.
<p><u>Access to home learning</u> To ensure all PP children are given resources and support to access the home learning.</p>	<ul style="list-style-type: none"> • The number of PP children accessing home learning increases. • Parent's confidence in supporting their children's learning at home is increased.
<p><u>Attendance</u> To continue to ensure the attendance of PP pupils is in line with those of peers.</p>	<ul style="list-style-type: none"> • The gap between whole school attendance and PP children is closed.
<p><u>Wellbeing</u> To ensure that PP children are given opportunities to access wider school activities and experiences to promote interest and passions.</p>	<ul style="list-style-type: none"> • Children will take part in clubs, groups and extracurricular activities that match their interests.

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: £203,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP Intervention teacher to run targeted intervention groups	% of children in most year groups achieving EXS attainment in all areas was lower than their non PP peers.	1
Release time for each class teacher to carry out intervention groups for targeted PP children	Teachers to use their knowledge of their class to close specific key gaps that have arisen within lessons for PP children.	1
Introduction and training of 'Principles of Better Practice' to all teaching staff to support effective delivery of high quality teaching and learning.	Children make better progress when in receipt of quality first teaching.	1

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

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS/KS1 reading books to ensure the texts link to new Little Wandle Phonics scheme and promote accelerated reading.	% of children making EXS progress in reading within EYFS and KS1 was below their non PP peers. An audit was taken within school in 2021 that looked at the quality of reading books. An investment of new books was undertaken to support the EEF research.	1, 2
myLexia programme purchased to support the reading skills of PP children and close gaps.	% of children in most year groups achieving EXS attainment was lower than their non PP peers.	1
To analyse summative assessment data and identify the children who	Baseline data shows that PP children need to make accelerated progress to reach their full potential based on their	1

require catch up and more targeted interventions.	previous end of key stage outcomes.	
Termly Pupil Progress meetings with SLT to track the progress of PP children and ensure class teachers can identify gaps in learning.	Baseline data shows that PP children need to make accelerated progress to reach their full potential based on their previous end of key stage outcomes.	1
Introduce and establish the NELI programme within Reception.	Following baseline assessments the number of PP children whose communication and language skills were lower than their peers is evident.	1
Provision Map training given to all staff to track the impact of interventions across the school for PP children.	SLT to track the progress of children in relation to the interventions they are partaking in.	1

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

Budgeted cost: £49,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker will work with vulnerable pupils and families to ensure they have access to relevant courses, information and training.	% of PP families who require pastoral support over the past year has increased.	3, 4
ELSA leads to support emotional wellbeing of children to help them communicate their worries.	Increased amount of children have returned to school from Covid with increased anxiety.	4
Financial contribution offered to families to support attendance of school trips.	Number of children accessing school based life experiences is lower for PP children than their non PP peers.	1, 4
Children in some year groups are given access to musical instruments to use both at home and in school.	Number of PP children attending peripatetic music lessons is lower than their non PP peers.	4
Attendance officer to track and monitor attendance of PP	The number of PP children with lower attendance or higher lateness is not in line with their peers.	3

children.		
To provide children with home learning resources each term.	The number of PP children who have access to a wide range of learning resources at home is less than their non PP peers.	2
Provide PP children with free second hand school uniform.	Reason for children not attending/arriving late to school is often linked to lack of clean uniform.	3, 4

Total budgeted cost: £263,000

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 2020 to 2021 academic year.

Year group	% making EXS progress in Reading	% making EXS progress in Writing	% making EXS progress in Maths
Reception	46%	35%	38%
Year 1	36%	18%	36%
Year 2	73%	65%	69%
Year 3	61%	48%	65%
Year 4	82%	62%	77%
Year 5	57%	61%	70%
Year 6	69%	62%	69%

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
myLexia	Lexia Learning LLC
Play Therapy	Jigsaw4U

Further information (optional)

We targeted our additional Pupil Premium funding one extra staffing and extra intervention. We have put in extra teaching interventions enabling us to follow up learning with individuals and small groups when a need has been identified. We released all class teachers for 1 hour per week to carry out targeted intervention groups. The use of PIXL and QLA has boosted our ability to forensically analyse children's gaps and specific needs and then plug them using the therapies.