



# Bandon Hill Primary School

*"Inspiring Children for Exciting Futures"*

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	425
Proportion (%) of pupil premium eligible pupils	14.41% (64children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Kasia Osiecka – Head Teacher
Pupil premium lead	Maria Reece
Governor / Trustee lead	Rebecca Lewis

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,504
Recovery premium funding allocation this academic year	£8,700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p><b>Total budget for this academic year</b></p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£107,204</p>
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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 with an underlying focus on oracy embedded in to our curriculum. 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.

Our intention is that all pupils, irrespective of their background, make increasingly good progress year on year and achieve high attainment across the curriculum. To achieve this goal we aim to ensure that PP students participate in the wider curriculum to the same extent as their peers, whilst increasingly addressing and removing any barriers faced by PP students (e.g. literacy, poor attendance, lack of confidence, behavioural issues).

### 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	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
2 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.
3 Attendance	The attendance of pupils in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absentees.

4 Wellbeing/ Pastoral	Pupils emotional well-being, social and behavioural needs affecting children being in a position to able to make progress and their readiness to learn
5 Home Learning	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.
6 Cultural Capital	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.

## 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	<p><b>Reaching Full Potential</b></p> <p>Progress and attainment of PPG pupils to be in line with those of their peers across the Curriculum.</p>	<p><b>EYFS:</b></p> <ul style="list-style-type: none"> <li>• PPG children in EYFS to have high quality learning and intervention experiences that close the gap at the end of EYFS between them and non-PPG</li> <li>• Internal data to show improved PPG progress in ‘core’ areas across each year.</li> <li>• Interventions to demonstrate impact on PPG children</li> <li>• Improved outcomes for PPG children narrowing and closing the gap between themselves and others both within school and Nationally</li> </ul> <p><b>KS1:</b></p> <ul style="list-style-type: none"> <li>• 2023 PPG Phonics outcomes to be at least in line with their non-PPG peers</li> <li>• Internal data to show improved PPG progress in core areas</li> <li>• Interventions to demonstrate impact on PPG children</li> <li>• Y1 Phonics check for PPG equivalent to non-PPG peers</li> <li>• All PPG children to pass Phonics Screen by the end of Y2</li> <li>• 2022 Improved outcomes at KS1 SATs for PPG children narrowing and closing the gap between themselves and their peers</li> </ul> <p><b>KS2:</b></p> <ul style="list-style-type: none"> <li>• Internal data to show improved PPG progress in ‘core’ areas</li> <li>• Interventions to demonstrate impact on PPG children</li> <li>• PPG outcomes for Multiplication Check are equivalent to non-PPG</li> <li>• 2022 Improved outcomes at KS2 SATs for PPG children narrowing and closing the gap between themselves and their non-PPG peers</li> </ul>
2	<p><b>Basic Skills and Prior Learning</b></p> <p>Gaps in basic skills will close</p>	<ul style="list-style-type: none"> <li>• Gaps in children’s basic skills will close</li> <li>• Children feel more confident in basic maths skills and reading</li> </ul>
3	<p><b>Attendance</b></p> <p>Attendance of PPG Pupils to remain as high as possible and above National Comparisons</p>	<ul style="list-style-type: none"> <li>• Whole school PPG attendance over time will show that children’s attendance is high and above the National average</li> <li>• Reduce Proportion of pupils in receipt of pupil premium classed as persistent absentees</li> <li>• Regular attendance meetings held with Attendance Lead and Head of Attendance within the trust (when needed) to improve accountability and attendance. Improvement</li> </ul>

		<p>seen and evidenced as a result of this process.</p> <ul style="list-style-type: none"> <li>• Parents are support with barriers causing problems with attendance</li> </ul>
<b>4</b>	<p><b>Wellbeing/Pastoral care</b></p> <p>To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.</p>	<ul style="list-style-type: none"> <li>• Children's well-being needs are met and supported to ensure they are attending regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress.</li> </ul>
<b>5</b>	<p><b>Home Learning</b></p> <p>To ensure that PP children are given opportunities to access wider school activities and experiences to promote interest and passions.</p> <p>To ensure all PP children are given resources and support to access the home learning.</p>	<ul style="list-style-type: none"> <li>• The number of PP children accessing home learning increases.</li> <li>• Parent's confidence in supporting their children's learning at home is increased.</li> </ul>
<b>6</b>	<p><b>Cultural Capital Experiences</b></p>	<ul style="list-style-type: none"> <li>• All PPG children have access to every experience offered in school irrespective of the additional costs.</li> <li>• Children will take part in clubs, groups and extracurricular activities that match their interests.</li> <li>• Improved engagement and excitement in learning</li> <li>• PPG children and families will be supported</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: £47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards Pupil Premium Intervention teacher salary to run targeted intervention groups (1 day equivalent a week)	Percentage of children in most year groups achieving EXS attainment in all areas was lower than their non-PP peers.	1, 2
Contribution towards Lead Teaching Assistant salaries which will enable release time for each class teacher to carry out intervention groups for targeted PP children (3 days equivalent a week)	Class teachers to use their knowledge of their class to close specific key gaps that have arisen within lessons for PP children.	1, 2
Premium will contribute towards Pupil Premium leadership costs. (1 day equivalent a week)	The Pupil Premium lead is a member of the school's Senior Leadership Team and will work with other Senior Leaders to ensure that Pupil Premium outcomes form part of the school development plan so that staff CPD, curriculum and resourcing are developed to meet the needs of Pupil Premium pupils. The lead will identify pupils' barriers to learning, including wellbeing, and will monitor and track individual pupils and work strategically to ensure that these barriers are being addressed.	1, 2, 3, 4, 5
Staff 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. Staff provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils.	1

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

Budgeted cost: £31,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Experienced Teacher for Small Group Support Experienced teacher to provide small group support to specific disadvantaged pupils in phonics and English (equivalent of 5 hours a week)</p>	<p>In order to enhance the quality of education for our disadvantaged learners, it is necessary for them to be provided with specific opportunities to develop and secure basic skills for core subjects. This is to enable the current attainment gap to reduce and allow children eligible for Pupil Premium to fulfil their potential. Experienced teachers have been identified to provide this provision.</p>	<p>1, 2, 4</p>
<p>Experienced Teacher for Small Group Reading Support/ tailored 1:1 Reading Experienced teacher to provide small group support/ 1:1 support to specific disadvantaged pupils in Reading (equivalent of 1 hour a week)</p>	<p>In order to enhance the quality of education for our disadvantaged learners, it is necessary for them to be provided with specific opportunities to develop and secure basic skills for core subjects. Reading has been identified as a barrier to some children's learning, and as such, children have been identified for support. This is to enable the current attainment gap to reduce and allow children eligible for Pupil Premium to fulfil their potential. Experienced teachers have been identified to provide this provision.</p>	<p>1, 2, 4</p>
<p>Contribution towards our Teaching Assistants salaries  Teaching Assistants will support in interventions and also deliver Precision Teaching for some of our Pupil Premium pupils.</p>	<p>The sessions are not solely used to address misconceptions, but are also used to target Pupil Premium pupils who should make accelerated progress to become EXS or GDS.  They will be happening during Early Morning Work sessions or during assembly times.</p>	<p>1, 2, 4</p>
<p>EYFS/KS1 reading books to ensure the texts link to new Little Wandle Phonics scheme and promote accelerated reading.</p>	<p>Last year, an investment of new books helped to support our Little Wandle Phonics Scheme. % of children making EXS progress in reading within EYFS and KS1 was below their non PP peers, and these new books focused on closing the gap.</p>	<p>1, 2</p>



<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for disadvantaged children.</p>	<p>Tuition targeted at specific needs and knowledge gaps from experienced teachers can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p>	<p>1, 2,</p>
<p>IDL Literacy and Maths system purchased to support the reading skills of PP children and close gaps.</p>	<p>Percentage of children in most year groups achieving EXS attainment was lower than their non-PP peers.</p> <p>The IDL Literacy and Maths Intervention is a speaking-computer based multi-sensory system which supports learners with dyslexia and other learning difficulties to increase their reading and spelling ages. IDL Literacy is a proven solution for increasing the reading and spelling ability of pupils.</p>	<p>1, 2</p>
<p>Contribution towards our Teaching Assistants salaries to run IDL programme before school hours</p>	<p>Bringing children in early to complete their IDL programme will ensure that they are here for school, improving attendance, and will ensure that they are ready for the days learning.</p> <p>Two Teaching Assistants will come in to work earlier to set up and run these sessions.</p>	<p>1, 2,</p>
<p>Analysis of summative assessment data and identify the children who require catch up and targeted interventions</p>	<p>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. Detailed analysis of this data will keep SLT, SMT and Teachers up to date regarding the ongoing progress and gaps in learning.</p>	<p>1</p>
<p>Termly Pupil Progress meetings with SLT to track the progress of PP children and ensure class teachers can identify gaps in learning.</p>	<p>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. Pupil Progress meetings provide targeted conversations regarding progress of those children receiving pupil premium funding. Actions to be put in place following these discussions.</p>	<p>1, 2</p>
<p>Run the Nuffield Early Language Intervention (NELI) programme within Reception.</p>	<p>Following baseline assessments the number of PP children whose communication and language skills were lower than their peers is evident.</p>	<p>1, 2</p>

	<p>NELI is a programme for children in Reception which has been found to improve children's language and early literacy skills. The programme involves a trained teaching assistant providing short, small-group and individual teaching sessions to around 3-6 pupils for 20-weeks.</p>	
<p>Provision Map training given to all staff from the SENDCo to track the impact of interventions across the school for PP children.</p>	<p>Senior Leadership Team will track the progress of children in relation to the interventions they are partaking in and analyse the impact they are having.</p>	1, 2
<p>Learning Resources for Reading, Writing and Mathematics</p> <p>The Pupil Premium Leader will work with the Core Subject Leaders to identify additional resources that will have a positive impact on Pupil Premium pupils' learning.</p> <p>This may also include Times Table Rock star's and Busy Things.</p> <p>English focus: Reading regularly at home, developing an enjoyment of reading and fluency in reading</p> <p>Mathematics focus: Basic number facts, Timetables, arithmetic, reasoning</p>	<p>The Maths Mastery curriculum has been purchased for the school and we are using it in Years 1-5. Part of this curriculum involves creating a real-life context for concept and pupils using manipulatives to develop their understanding of a mathematical concept. This style of learning will support our Pupil Premium pupils, particularly those with 'small gaps', as the visual and kinesthetic nature has engaged them in learning. It is important that all classes have quality resources available to continue this.</p> <p>Spelling and reading for pleasure have been highlighted as barriers to learning for our Pupil Premium pupils, particularly those who are not making accelerated progress to achieve EXS. It is important that we invest in resources that will engage pupils in these areas. Pupil Premium children will be read regularly with the Pupil Premium Lead as well as being encouraged to attend Reading Club.</p> <p>The gap between disadvantaged and non-disadvantaged has grown due to the COVID pandemic, and it is a necessary to work on closing these gaps, therefore required resources will be purchased as a result of these unforeseen curriculum barriers</p>	1, 2, 4
<p>Home Learning Packs</p> <p>Home Learning Packs will be prepared for identified Pupil Premium children, if needed. This will provide children with fun learning activities they can do at home, whilst supporting them to achieve end of</p>	<p>Home learning packs can be a beneficial resource for supporting pupils at home.</p> <p>By supplying identified children with targeted home learning packs, we endeavor to help to close the gaps in learning and will provide support, if needed, with devices and the DfE laptops</p>	1, 2, 4, 5

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

Budgeted cost: £28,947

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA leads to support emotional wellbeing of children to help them communicate their worries.	% of PP families who require pastoral support over the past year has increased. Anxiety amongst our children is still high after COVID.	3, 2, 4
School Trips, Residentials and Extra Curricular Appropriate levels of financial support will be provided to enable children eligible for Pupil Premium to participate in all school trips, residentials and school clubs.	Number of children accessing school based life experiences is lower for PP children than their non-PP peers. This initiative is available to all PP children in our school and parent feedback has been positive in relation to this. This enables these families to provide their children with a range of experiences without money being a barrier.	6
Attendance officer to monitor the attendance of PPM students, build relationships with families and implement support strategies where needed	The number of PP children with lower attendance or higher lateness is not in line with their peers.	3
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.	5, 1, 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: £107,204**

## Part B: Review of outcomes in the previous academic year

### 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
Play Therapy	Jigsaw4U
Times Table Rock Stars	Maths Circle

### Further information (optional)

We targeted our additional Pupil Premium funding extra staffing and extra interventions. We have put in extra teaching interventions, run by the class teachers, enabling us to follow up learning with individuals and small groups when a need has been identified. All class teachers were released for one hour each week to run these targeted interventions.

Regular monitoring of the provision written in this strategy will be carried out continuously by leaders.

