



# Bank End Primary Academy

The best in everyone™

Part of United Learning

## Pupil premium strategy statement – Bank End Primary Academy

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	N1 – Y6: 218 R – Y6: 198
Proportion (%) of pupil premium eligible pupils	N1-Y6: 48.6%
Date this statement was published	November 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Faye Bettison (Principal)
Pupil premium lead	Aisha Akram
Governor / Trustee lead	Janine Astley (Chair of Governors)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135596
Recovery premium funding allocation this academic year	Nil
<p>Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable)</p> <p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	Nil
40% paid towards school led tutoring	Nil
<p>Total budget for this academic year</p> <p><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></p>	£135596

## Part A: Pupil premium strategy plan

### Statement of intent

Bank End Primary Academy demonstrates a thoughtful and strategic commitment to unlocking each student's potential. With a focus on a mastery curriculum, inclusive teaching practices, and targeted support for all students—regardless of background—the school emphasises equity in education. By using diagnostic assessments and research-based approaches, Bank End effectively identifies individual challenges and learning gaps, ensuring every child receives the support they need.

- The school's commitment to a mastery curriculum, with scaffolding to support diverse learning needs, ensures that all students can engage fully and succeed. Focusing on research-driven teaching practices and continuous professional development for staff further enhances the quality of education, fostering academic growth for all students.
- Pupil Premium funding is carefully allocated to provide targeted interventions based on individual needs, maximising its impact to support disadvantaged pupils and close achievement gaps. At the same time, the emphasis on creating a positive, predictable environment—supported by approaches like conscious discipline—helps foster a sense of belonging that is essential for student wellbeing, attendance, and academic success.
- By addressing educational and social disadvantages early and using diagnostic data to guide interventions, Bank End ensures that students receive needed support as soon as challenges arise. This blend of compassion, research, and strategic planning creates a strong foundation for each child to thrive academically and personally, promoting a supportive school community where all students are empowered to reach their full potential.

## Challenges

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

Challenge number	Detail of challenge
1	Y3 Reading outcomes in June 2024 highlighted a gap of 22% between PP and NPP. Y4 Reading outcomes in June 2024 highlighted a gap of 29% between PP and NPP.
2	Y3 writing outcomes in June 2024 highlighted a gap of 36% between PP and NPP. Y4 writing outcomes in June 2024 highlighted a gap of 23% between PP and NPP. Y5 writing outcomes in June 2024 highlighted a gap of 16% between PP and NPP. Y6 writing outcomes in June 2024 highlighted a gap of 28% between PP and NPP.
3	Y3 Maths outcomes in June 2024 highlighted a gap of 13% between PP and NPP. Y4 Maths outcomes in June 2024 highlighted a gap of 22% between PP and NPP. Y6 Maths outcomes in June 2024 highlighted a gap of 10% between PP and NPP.
4	Attendance: our overall attendance in 2023/24 was 94.7% which is below the national target of 95% and the schools' own target of 96%. Our Pupil Premium attendance in 2023/24 was 93.69% %, a gap of 2.23% to Non-PP at 95.92%. Persistent absences, particularly unauthorised absences are high amongst Pupil Premium children.
5	Personal development: we provide equity in our curriculum and extra-curricular offer to ensure all pupils have the same opportunities, responsibilities and experiences and leave our school with the same cultural capital as their peers. To identify impact, we must first create a baseline of PP vs non-PP participation and demonstrate a closing of this gap.

6	Year 2 resits: Out of the 9 pupils who took the PSC resit in year 2 only 45% passed. All these children were Pupil Premium and SEND.
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## 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.

Challenge	Intended outcome	Success criteria
1	Improved reading attainment for disadvantaged pupils at Reading 3 and 4	Reading outcomes in 2025 show that more than 80% of disadvantaged pupils met the expected standard.
2	Improved writing outcomes for disadvantaged pupils in year 3 4 5 and 6	Writing outcomes in 2025 show that more than 80% of disadvantaged pupils met the expected standard.
3	Improved maths attainment for disadvantaged pupils at maths 3 4 and 6	Maths outcomes in 2025 show that more than 80% of disadvantaged pupils met the expected standard.
4	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged.	<p>Sustained high attendance from 2025 demonstrated by:</p> <ul style="list-style-type: none"> <li>- The overall absence rate for all pupils being no more than 4% and there will be no gap in attendance for our disadvantaged pupils.</li> </ul> <p>The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no lower than their peers.</p>

5	Build cultural capital by ensuring all pupils are engaged in their learning and a variety of extra-curricular opportunities.	<p>Sustained high levels of positive learning behaviours, wellbeing and cultural capital. Demonstrated by:</p> <ul style="list-style-type: none"> <li>- Qualitative data from student voice, student and parent surveys and teacher observations <ul style="list-style-type: none"> <li>- 100% engagement in learning and no lessons disrupted by low-level behaviour.</li> </ul> </li> </ul> <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils – 100% of disadvantaged pupils attend an extra-curricular activity, school trip and sporting event in the academic year.</p>
6	To improve the outcomes for SEND PP children in phonics across Early Years and KS1	RWI outcomes show 80% for SEND and PP children.

## 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: £95273.16

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading – whole school approach introduced in September 2022/23 with a clear framework for teaching Reading through KS1 and KS2. Our reading curriculum is based on extensive research, particularly the work of Ruth Miskin (Read, Write Inc) and the work of Christopher Such. Pedagogy has been developed to enable children to become expert readers as they move through school and into adulthood, thus providing them with better life chances.</p> <p>Fluency explicitly taught in reading lesson and through 1.1</p>	<p>Tim Oates CBE (Cambridge University Assessment Research &amp; Development), Making the most of Pupil Premium webinar 07/12/2023, highlighted that tracking reading speed/fluency (based on evidence from Iceland) highlights children falling behind and identifies supports required. Information can also be shared with parents to implement practise at home.</p> <p>“Fluent readers demonstrate automaticity in recognising words, allowing them to focus on comprehension and deeper understanding of the content.” EEF  <a href="https://educationendowmentfoundation.org.uk/reading-house/fluency">https://educationendowmentfoundation.org.uk/reading-house/fluency</a></p> <p>Christopher Such (2021)          60% of all words in English have Latin or Greek origins.</p> <p><b>Willingham (2017)</b> suggested that 98% of words need to be understood for what he termed ‘comfortable comprehension’.</p>	<p>1</p>



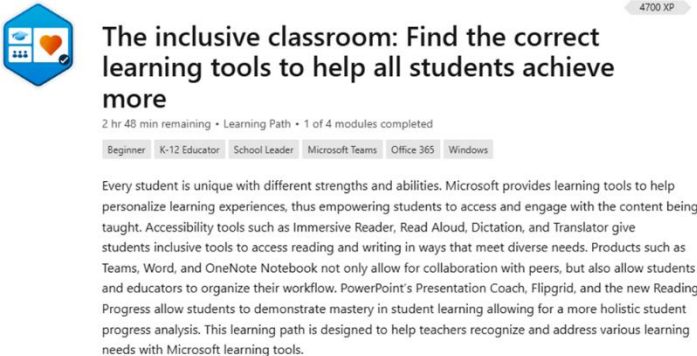
<p>daily reading. Assessed through the fluency rubric on pace, accuracy, phrasing and prosody.</p> <p>Etymology is a key part of our reading cycle. We teach children some of the most common Greek and Latin root words as a way to empower them to infer meanings of unfamiliar words.</p> <p>RWI development days used to support leads, provide training, monitor standards and track data.</p> <p>Targeted interventions for bottom 20% of readers and phonics.</p>	<p>Ensuring every child has the necessary skills they need to read is an essential component of literacy education. It enables children to not only learn across the curriculum but also to access numerous aspects of daily life, influencing the opportunities that they have available to them in the future. Professor Timothy Rasinski of Kent State University USA, in EEF blog <a href="https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency">https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency</a></p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><b><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></b></p> <p>By the end of Year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English.</p> <p><b><a href="#">Gov.uk: The Reading Framework</a></b></p>	
<p>We follow the United Learning English curriculum to teach writing.</p> <p>Writing - whole school focus through instructional coaching.</p> <p>3 highest impact strategies identified based on research conducted by the EEF (metacognition, feedback and</p>	<p>'Closing the disadvantage gap: Teaching and learning toolkit'</p> <p>EEF research has identified a number of different strategies, which have the highest impact on teaching and learning. As a school, we have chosen to focus on:</p> <p>Metcognition: evidence of adding +7 years on to a child's education.</p> <p>Feedback: evidence of adding +6 years on to a child's education.</p> <p>Collaborative learning: evidence of adding +5 years on to a child's education.</p>	2

<p>collaborative learning.) Whole school focus on one strategy per term.</p> <p>Contextualised spelling and grammar, integrating in strategies from the syntax revolution, based on extensive research.</p> <p>Writing across the curriculum is a key focus this year as we intend to build pupils' writing stamina and help pupils to engage in scholarly writing.</p> <p>Year 5 project to support cohort to improve end of year outcomes.</p> <p>Termly UL advisor visits support lead with training, tracking data and monitoring.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p>Contextualised grammar has a strong evidence base. The EEF outlines that grammar for writing 'aims to improve writing by helping pupils to understand how 'linguistic structures' convey meaning. Grammatical rules are taught in the context of particular writing genres (such as narrative fiction, persuasive writing), rather than in the abstract.'</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/grammar-for-writing">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/grammar-for-writing</a></p>	
<p>7 minutes timetables programme implemented throughout KS2.</p>	<p>The 7-minute Times-table programme has a clear plan as to which facts are taught in which year group, when and over what timescale. This is aligned to the National Curriculum outcomes and goes beyond. It is a 2-year programme, for Year 3 and Year 4, focussed on the acquisition of the multiplication facts to 12 x 12.</p> <p><b>Ofsted July 2023 - Coordinating mathematical success: the mathematics subject report.</b></p>	<p>3</p>

<p>5-minute KS1 finger strategy implemented throughout KS1.</p> <p>Pre and post learning quizzes being completed for each topic.</p> <p>A2E SEN Toolkit tracker being used for any pupils scoring below 85 on PUMA assessments. A2E differentiated worksheets being used during maths lessons to support these pupils with closing their gaps.</p>	<p><b>McCrea, P., (2015) Lean Lesson Planning (Deliberate practice)</b></p> <p><b>Boaler, J. (2015) Fluency Without Fear: Research Evidence on the Best Ways to Learn Math Facts. Youcubed at Stanford University</b></p> <p>Pupils in key stage 1 were often expected to develop flexibility and 'deep understanding' when thinking about number. However, there appeared to be less emphasis on learning addition and subtraction tables (number bonds) by heart. This is potentially problematic, as pupils need to be able to recall this type of knowledge quickly in order to access more complex mathematics in key stage 2.</p> <p><b><a href="https://www.gov.uk/government/publications/subject-report-series-maths/coordinating-mathematical-success-the-mathematics-subject-report">https://www.gov.uk/government/publications/subject-report-series-maths/coordinating-mathematical-success-the-mathematics-subject-report</a></b></p>	

<p>Ensure equity in disadvantaged pupils' access to the school's wide extra-curricular provision.</p> <p>After school wraparound care and Breakfast club provided for key children. Supporting children emotionally with a quiet place to go, reflect and feel supported.</p> <p>Food and clothing banks for families in need.</p> <p>Through our pupil charter and heritage award, we aim to promote character-building qualities that lead to creating well-rounded, global citizens which allow our children to achieve recognised and meaningful qualifications that will open doors to paths in later life.</p>	<p>Extra-curricular activities boost young people's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities.</p> <p><a href="https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf">https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf</a></p> <p>There is a substantial body of research evidence to suggest that young people's social emotional and mental health (SEMH) needs have a significant impact on all aspects of their life including their learning and progress through the curriculum, behaviour in school and attendance, further training and employment and general life chances.</p> <p>Maslow's Hierarchy of Needs acknowledges that people need their basic needs met before they are able to thrive. Parents are signposted and supported with accessing foodbanks, food vouchers and other basic needs.</p>	5
<p>Additional phonics sessions targeted at educationally disadvantaged pupils who require further phonics support (1:1 and group sessions)</p> <p>Reading lead and RWI coordinator provide daily and</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>One to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support</p>	6

<p>weekly coaching and training for staff at all levels.</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Regular External Training led by experienced RWI consultant at least 3 x a year for staff across the school.</p> <p>Additional reading sessions targeted at educationally disadvantaged pupils who require further phonics support (1:1 and group sessions).</p> <p>Additional reading boosting sessions targeted at Y6 which are teacher led.</p> <p>Virtual classroom RWI 1.1</p>	<p>for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidenc/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidenc/teaching-learning-toolkit/small-group-tuition</a></p>	
<p>Ensure we recruit and retain the best teachers to teach our pupils. More pay, more time, more support (United Learning).</p> <p>Training on adapted teaching, part of our T&amp;L handbook and</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p>	<p>all</p>

<p>building on our United Learning curriculum, will meet pupils' needs and interests and further engage them in their learning.</p> <p>Ring fenced CPD and leadership time will be given to instructional coaching to support teacher development.</p> <p>Whole school approach and staff CPD on Conscious Discipline will support staff developing positive relationships with pupils.</p>	<p>More pay, more time and more support for teachers to increase retention and recruitment. <a href="#">United Learning</a></p> <p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes. Increasing the availability of high-quality CPD has also been shown to improve retention problems, particularly for early-career teachers. Education Policy Institute  <a href="https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/">https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</a></p> <p><a href="https://www.walkthrus.co.uk">https://www.walkthrus.co.uk</a></p> <p>DfE figures suggest that FSM children are more likely to be excluded due to persistent disruption. Self-regulation and Social and Emotional Learning improve pupils' decision-making skills, interaction with others and their self-management of emotions.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	
<p>Path Finder Project to be rolled out across school. Training with Dan Bunker to support staff in delivering quality sessions using different technology types to enable disadvantaged pupils to access the curriculum. Technology includes: AI, Immersive Reader, Office Lens, PowerPoint Caption, PowerPoint Live, Dictate, Translate and Reading Coach.</p>	<p><a href="#">The inclusive classroom: Find the correct learning tools to help all students achieve more - Training   Microsoft Learn</a></p>  <p><b>The inclusive classroom: Find the correct learning tools to help all students achieve more</b></p> <p>2 hr 48 min remaining • Learning Path • 1 of 4 modules completed</p> <p>Beginner K-12 Educator School Leader Microsoft Teams Office 365 Windows</p> <p>Every student is unique with different strengths and abilities. Microsoft provides learning tools to help personalize learning experiences, thus empowering students to access and engage with the content being taught. Accessibility tools such as Immersive Reader, Read Aloud, Dictation, and Translator give students inclusive tools to access reading and writing in ways that meet diverse needs. Products such as Teams, Word, and OneNote Notebook not only allow for collaboration with peers, but also allow students and educators to organize their workflow. PowerPoint's Presentation Coach, Flipgrid, and the new Reading Progress allow students to demonstrate mastery in student learning allowing for a more holistic student progress analysis. This learning path is designed to help teachers recognize and address various learning needs with Microsoft learning tools.</p>	<p>1, 2 and 3</p>

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

Budgeted cost: £29831.12

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fully engage with P80+ Disadvantaged project and upcoming actions, resources and CPD	<p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p><a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The Oracy Skills Framework provides a useful tool for schools wishing to review and develop their approach to oracy. The associated Oracy Assessment Toolkit provides teachers with a tool that can be used diagnostically and to track students' progress in developing oracy skills.</p>	all
<p>Identify the skills, knowledge or experiences that a pupil will need at the start of a unit of work. Provide these in advance where required through trips, visitors or interventions.</p> <p>Staff training on lesson structure (through T&amp;L handbook and instructional coaching) with</p>	<p>Some pupils will have a very limited background knowledge on the topic, making learning considerably more difficult. A consequence of this is that those better informed pupils will dominate the discourse in the lesson.</p> <p><a href="https://researchschool.org.uk/unity/news/levelling-the-playing-field">https://researchschool.org.uk/unity/news/levelling-the-playing-field</a></p> <p>Pre-teaching can boost confidence and minimise experiences of failure in lessons. Secure success, Motivated Teaching, Peps Mccrea</p> <p>Secure success Give pupils a high success rate to look back on; frame what success means and help them attribute it accurately; pre-empt failure</p>	all

<p>recap or pre-teaching at the start of a lesson or unit.</p> <p>Enhanced curriculum, included funded termly forest school, Barnsley Music Alliance and Reds in the Community will provide pupils with exposure to new skills and experiences.</p> <p>Immersive classroom to provide pupils with experiences that they wouldn't be given outside of school. This will deepen their understanding through their senses.</p>		
<p>Learning by Questions Programme to provide bespoke learning to close gaps in Y5 and Y6.</p>	<p><b>Bespoke Engagement Education</b> strongly believe that education should be based around an individual's strengths with continual positive rewards.</p> <p><b>Learning by Questions</b> tackles accelerated pupil progress on multiple fronts; it's continuous formative assessment. The teacher can make highly informed interventions and most importantly, pupils receive scaffolded feedback after every answer</p> <p><a href="https://www.lbq.org/primary/benefits/for-teachers/">https://www.lbq.org/primary/benefits/for-teachers/</a></p>	<p>1,3</p>

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

Budgeted cost: £10491.72

<p>Attendance team provides daily, weekly and monthly attendance</p>	<p>Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong</p>	<p>4</p>
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<p>reports on pupil and pupil premium attendance.</p> <p>Attendance team to track and analyse pupil premium attendance (including daily tracking with HT) to identify patterns and barriers in attendance.</p> <p>Attendance team to run contract meetings with parents of pupils who are persistently late or absent.</p>	<p>and trusting relationships and working together to put the right support in place.</p> <p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></p> <p>Persistent lateness adds up to a large amount of missed learning. 5 minutes a day for 190 days is almost 16 hours in missed schooling.</p> <p><a href="#">Supporting attendance   EEF (educationendowmentfoundation.org.uk)</a></p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<p>Empathy Lab training provided to staff to equip pupils with the empathy skills to develop trusting relationships, it is key to their wellbeing and life chances. School to purchase Empathy Lab Reading List. This will help children to develop a language for emotions and understand their own and other people feelings by delving deeper into characters.</p> <p>Children to take part in the Social Impact Award to bring active citizenship and social action into the classroom. SuperKind has been designed to help teachers integrate social action and philanthropy within</p>	<ul style="list-style-type: none"> <li>• Empathy is a vital social and emotional skill. Research shows these skills are more significant for young people's academic attainment than IQ (<b>Public Health England, 2014</b>)</li> <li>• 94% of employers say that in the workplace, social and emotional skills are as important as academic qualifications (<b>Sutton Trust, 2018</b>).</li> </ul> <p>A pivotal social/emotional competence: influential frameworks include empathy as a key factor an essential ingredient in education: it builds the relationships pupils need to learn/feel safe (<b>Settling Children to Learn, Bomber &amp; Hughes, 2013</b>).</p>	All

the wider curriculum and their classrooms. Contingency fund for acute issues		
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## Part B: Review of the previous academic year (2023/24)

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

#### **PP data analysis June 2024:**

Year	% per pupil	Reading	Writing	Maths
		% gap	% gap	% gap
1	3.4%	+9%	+16%	+16%
2	3.4%	-22%	-36%	-13%
3	3.4%	-29%	-23%	-18%
4	4%	+7%	-16%	-2%
5	3.8%	+7%	-28%	-10%
6	3.3%	-15%	-14%	-14%

Year	% per pupil	Combined
		% gap
1	3.4%	+16%
2	3.4%	-40%
3	3.4%	-23%
4	4%	-14%
5	3.8%	-32%
6	3.3%	-5%

## Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 – 2024 Academic Year.

	<b>Bank End</b>	<b>National</b>	<b>PP Bank End</b>	<b>Non-PP Bank End</b>	<b>Gap (PP/NPP) Bank End</b>
<b>GLD</b>	82%	67%	100%	74%	+26%
<b>Phonics Y1</b>	86%	79%	87%	86%	+1%
<b>End of Key Stage 1 Reading</b>	76%	68%	68%	90%	-22%
<b>End of Key Stage 1 Writing</b>	57%	60%	44%	80%	-36%
<b>End of Key Stage 1 Maths</b>	73%	70%	68%	82%	-14%

<b>End of Key Stage 2 Reading</b>	70%	74%	68%	73%	-5%
<b>End of Key Stage 2 Writing</b>	73%	72%	68%	82%	-14%
<b>End of Key Stage 2 Maths</b>	90%	73%	90%	91%	-1%

As a result of having high expectations of all our children, the data above shows that PP children perform much better at Bank END than those nationally.

**Our evaluation of the approaches delivered last academic year is here:**

*Using previous challenges:*

**Challenge 1 – Whole school persistent absence figure continues to be higher than target.**

*The whole school persistent absence figure decreases and is at or below 15% yes 13.2%*

*Sustained high attendance demonstrates that:*

*persistent absence is in line with the Trust and national statistics. Yes it is 13.2%*

*the percentage of all pupils who are persistently absent is at or below 15%*

*whole school attendance is 96% or above by the end of the year. 94.65%*

**Challenge 2 – Pupil premium children in years 2, 3, 4 and 6 are not meeting the expected standard in reading.**

Reading	Summer 2024
Year 2	68%
Year 3	64%
Year 4	77%
Year 6	68%

**Challenge 3 – Pupils do not make the progress needed in writing resulting in low writing outcomes across school.**

Writing	Summer 2024
Year 1	80%
Year 2	44%
Year 3	64%
Year 4	57%

Year 5	58%
Year 6	68%

**Challenge 4 – Pupil premium children in years 2, 3, 4 and 6 are not meeting the expected standard in maths.**

Maths	Summer 2024
Year 2	67%
Year 3	71%
Year 4	71%
Year 6	68%

**Challenge 4 – SEN children are not making the expected progress across reading, writing and maths.**

SEN	Reading Summer 2024	Writing Summer 2024	Maths Summer 24
Year 1	0%	0%	0%
Year 2	25%	0%	25%



Year 3	50%	50%	50%
Year 4	75%	25%	50%
Year 5	100%	33%	67%
Year 6	29%	29%	29%

## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
<ol style="list-style-type: none"> <li>1. Wellcomm</li> <li>2. CPOMs</li> <li>3. Learning by Questions</li> <li>4. Virtual classroom RWI</li> <li>5. RWI 1.1 tutoring</li> <li>6. Sol Attendance</li> </ol>	<ol style="list-style-type: none"> <li>1. GL Assessment</li> <li>2. Raptor Technologies</li> <li>3. Y Combinator</li> <li>4. Bowland Charitable Trust</li> <li>5. Ruth Miskin</li> <li>6. Sol Attendance</li> </ol>

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A

**The impact of that spending on service pupil premium eligible pupils**