



# Bank End Primary Academy

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## Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Worsbrough Bank End
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Faye Bettison
Pupil premium lead	Lisa Hague
Governor / Trustee lead	Lucy Preece

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161,402
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£161,402</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Worsbrough Bank End sits in an area of high deprivation. Unemployment is high and those who do work are in the low-income bracket. Deprivation has a significant impact on the children's readiness for learning and retention of learning.

The main barriers to making progress through quality first teaching are:

- Many children enter the early years with speech deprivation usually tracking 'well below' the national expectations at baseline, children who do not catch up quickly are then vulnerable to not meeting expected outcomes.
- Retention of learning is affected for a large majority; pupils need support to 'over learn' the basics and have intervention to close gaps to meet national targets.
- SEMH needs are identified as a barrier to learning for some children and often additional support is required to bridge gaps.

Our ultimate objectives for our disadvantaged pupils are to

- Ensure all pupils receive a good inclusive education.
- All pupils make rapid progress from their starting points and continue this progress throughout school, meeting their expected targets at every stage.
- All pupils receive the support they require regardless of what that individual need may be.

Our pupil premium strategy plan supports these objectives by focusing firstly on attendance to ensure children are in school to learn. It focuses on the wellbeing and readiness to learn for all children through support and interventions. Early interventions are put in place to ensure children gain the skills and knowledge to develop well in all areas.

## Challenges

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

Challenge number	Detail of challenge
1	Whole school persistent absence figure continues to be higher than target.
2	Pupil premium children in years 2, 3, 4 and 6 are not meeting the expected standard in reading.
3	Pupils do not make the progress needed in writing resulting in low writing outcomes across school.
4	Pupil premium children in years 2, 3, 4 and 6 are not meeting the expected standard in maths.
5	SEN children are not making the expected progress across reading, writing and maths.

## 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. The whole school persistent absence figure decreases and is at or below 15%	<p>Sustained high attendance demonstrates that:</p> <ul style="list-style-type: none"> <li>• persistent absence is in line with the Trust and national statistics.</li> <li>• the percentage of all pupils who are persistently absent is at or below 15%</li> <li>• whole school attendance is 96% or above by the end of the year.</li> </ul>
2. Improved reading attainment among disadvantaged pupils.	<p>End of year outcomes for reading have improved from baseline for all year groups.</p> <p>Reading outcomes across school are in line with that of the Trust.</p> <p>KS1 reading outcomes show that 82% of all pupils meet the expected standard and 60% of disadvantaged pupils.</p> <p>KS2 reading outcomes show that 72% of all pupils meet the expected standard and 67% of disadvantaged pupils.</p>

<p>3. Quality first teaching enables all pupils across school to make the progress needed to achieve end of year writing outcomes.</p>	<p>Writing outcomes have continued to improve from baseline for all year groups.</p> <p>Writing outcomes across school are in line with that of the Trust.</p> <p>KS1 writing outcomes show that 82% of all pupils meet the expected standard and 60% of disadvantaged pupils.</p> <p>KS2 writing outcomes show that 72% of all pupils meet the expected standard and 67% of disadvantaged pupils.</p>
<p>4. Improved maths attainment among disadvantaged pupils.</p>	<p>Maths outcomes have improved from baseline for all year groups.</p> <p>Maths outcomes across school are in line with that of the Trust.</p> <p>KS1 writing outcomes show that 82% of all pupils meet the expected standard and 60% of disadvantaged pupils.</p> <p>KS2 writing outcomes show that 72% of all pupils meet the expected standard and 67% of disadvantaged pupils.</p>
<p>5. SEN pupils make expected progress across reading, writing and maths.</p>	<p>SEN pupils make expected progress against A2E Progress Tracker.</p> <p>Whole school outcomes show that all SEN pupils meet their intended targets in reading, writing and maths.</p> <p>An increased number of SEN pupils meet ARE by the end of the year.</p>

## 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: £114,430.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular CPD ensures high quality first teaching throughout the curriculum.	The evidence tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils. Schools should focus on developing teaching practice over a sustained period to drive meaningful change in their setting.	2, 3, 4, 5
Ongoing RWInc training for leaders and all staff teaching RWInc  Reading for KS2 training  RWinc materials  RWInc coaching from experienced staff  RWinc Development Days	Schools which have a consistent approach to phonics achieve good results.  This programme starts with the systematic teaching of phonics, carefully matching the sounds that children have been taught with books that contain only those sounds. This will support rapid progress in reading for all children. This programme also includes Fresh Start tutoring which is a catch-up programme for those children that are still learning to read in KS2. Therefore, this programme provides a much-needed whole school consistent approach to reading.	2, 3, 5
Writing CPD opportunities are optimised, including regular sessions with the Trusts English Advisor.	Regular CPD ensures staff are continuously upskilling and improving teaching and outcomes for all.	3, 5
The writing project is embedded throughout school with this year focus on - Writing opportunities for SEN pupils - Contextual spelling and grammar	Writing lead to take part in the Writing project and role this out throughout school. All staff to take part in spotlight sessions throughout the year. The project will support teachers in setting high expectations where all pupils achieve as writers. Through the project we aim to narrow the gender gap and support the lowest 20% of writers	3, 5

	through scaffolding and quality first teaching.	
Whole school approach for spelling and handwriting is embedded throughout school to support writing. Explicit spelling and handwriting sessions happen daily throughout school. Both approaches are developed and continuously monitored and reviewed.	A whole school approach provides consistency for all pupils. Research suggests that slow or effortful handwriting and spelling takes most of children's focus and limits the amount of thought that can be given to the content of their writing. Approaches that aim to support the accuracy and fluency of children's handwriting have been shown to improve the presentation, quantity and quality of children's writing.	3, 5
School produces its own writing project alongside other schools within the Trust to focus on publishing opportunities.	Building links with other school communities will provide further purpose for writing opportunities.	3, 5
Maths CPD opportunities are optimised, including ongoing work and regular sessions with the Trusts Maths Advisor.	Regular CPD ensures staff are continuously upskilling and improving teaching and outcomes for all.	4
Instructional coaching is used throughout school to improve teaching.	Instructional coaching is a form of CPD that helps teachers improve their practice by setting specific, bite-sized goals and providing feedback. It is based on the principals of deliberate practice and the expertise of the coach.	2, 3, 4, 5
Swivl devices to be purchased and used to support and improve teaching and learning.  StepLab software to be used to support and improve teaching and learning.	Recording teaching provides opportunities for teaching staff to reflect deeply on their teaching and make improvements.	2, 3, 4, 5

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

Budgeted cost: £36,874.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identified children from Nursery to Y6 receive structured SALT programme – ongoing focus for school	Speech and language are one of the main barriers to pupils progressing in reading, writing, maths, and the wider curriculum. Speech and language data shows that if gaps in language are targeted then progress is accelerated.	5
RWInc Fresh Start and Fast Track tutoring takes places daily for those children identified at each assessment point throughout the year.  Full time out of class TA post for KS1 Fast Tracking.	Fresh Start has been tested through a previous EEF efficacy trial. The project found a positive impact on all pupils of an additional three months' progress over the course of an academic year.	2, 3, 5
NTP tutoring to focus on reading, writing and maths for Y6 pupils.	Research has shown that pupils learning has been affected by school closures (EEF, 2021), which is supported by a larger body of evidence suggesting that the attainment gap tends to grow over periods such as summer holidays when schools are shut. There is a large body of evidence that tutoring and small-group tuition is effective – particularly where it is targeted at pupil's specific needs; and that is can be particularly effective for disadvantaged pupils.	2, 3, 4, 5
Before/after school booster groups take place from reception to Year 6.	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 pupil's specific needs.	2, 3, 4, 5
Whole school approach to supporting children's emotional wellbeing and mental health through Motional.	Motional is a suite of evidence-based tools designed to measure, positively impact, and report on emotional health across the whole school. It supports access to healthy life and learning through improved emotional wellbeing and mental health.	2, 3, 4, 5
Shine interventions are used to support pupil premium pupils' reading and maths following each assessment point throughout the year.	Shine interventions are delivered in small groups and are targeted at pupil's specific needs, two elements deemed effective by evidence.	2, 3, 4, 5

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

Budgeted cost: £12,650.0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent partnerships work	Parental engagement has a positive impact on average of 4 months' additional progress. Parental engagement strategies are typically more effective with parents of very young children.	1, 2, 3, 4, 5
Continue to develop a strong attendance team and structure to support and improve attendance.	Research shows that attendance is an important factor in student achievement. Poor attendance has serious implications for later outcomes as well. Our PA children do not meet national outcomes or in-school targets.	1
Fruit is provided by school for all KS2 pupils.	Children need their basic needs meeting before they are ready to learn effectively. When children have these needs fully met, they are more prepared for the day ahead and thus more prepared to meet outcomes. Providing fruit promotes healthy lifestyles and provides our children with the opportunity to try foods they might not always have at home.	2, 3, 4, 5
Identified pupil premium families are invited to breakfast club free of charge to support well-being and attendance.	Historically at Bank End, several children are known to arrive at school without having breakfast. The School Food Plan report stated that schools with an on-site breakfast club reported an increased likelihood that their pupils will eat a healthy breakfast and that it improves attendance, punctuality and pupils settling down to learn at the start of the school day.	1
Breakfast club is subsidised for all children to encourage a healthy lifestyle, good well-being, improved attendance, punctuality, and attainment.		1, 2, 3, 4, 5
Trips are heavily subsidised to ensure all children can attend to support learning for all.	Our children have limited experiences outside of school. Providing well thought out experiences linked to the curriculum supports learning and children's interest, which in turn improves outcomes.	2, 3, 4, 5
Continue to develop whole school learning environment.	There should be an effective learning environment across school which reflects the school's ethos.	2, 3, 4, 5

**Total budgeted cost: £163,955.03**



# 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 2022 to 2023 academic year.

### 1. Attendance

Attendance has improved by 2.3% from the previous year, however it continues to be below the 96% target.

Our attendance figures show there has been a 0.3% increase from last year for pupil premium pupils.

### 2. Reading outcomes for years 2, 4 and 5.

#### Key Stage Outcomes

Key stage one reading outcomes were slightly below expected target but has improved significantly from baseline. Key stage one pupil premium reading target of 50% was achieved, putting them as a group in a good position to improve on that, this coming year.

Key stage two reading outcomes were slightly below expected target and has dipped slightly from baseline. Key stage two, pupil premium reading was slightly below expected target and again has dipped slightly from baseline.

#### Focus Year Groups - years 4 and 5

Year 4 reading outcomes for the cohort and for pupil premium were both high.

Year 5 reading outcomes for the cohort remain around that at baseline and pupil premium improved by 10%.

Year 5 will continue to be a focus this coming year.

### 3. Writing outcomes

There are many improvements in writing outcomes throughout school for classes and pupil premium children with only year 3 dipping slightly from baseline. They will continue to be a focus this coming year as will writing across school to improve outcomes further.

	Cohort	Pupil Premium
Year 1	Stable	Improved
Year 2	Improved	Improved
Year 3	Dipped	Dipped
Year 4	Improved	Improved
Year 5	Stable	Improved
Year 6	Improved	Improved

#### Key Stage Outcomes for writing

Key Stage One writing outcomes were slightly below target but pupil premium achieved their target of 50%. Improvement from baseline was achieved by both.

Key Stage Two writing outcomes were slightly below target for the cohort and for pupil premium although improvement was baseline was achieved.

### 4. Progress of SEN pupils

All SEN pupils who were tracked using A2E made progress through the A2E small steps. However, data shows very few SEN pupils achieving ARE by the end of the year. This will continue to be a focus this coming year.

### 5. Maths in Year 5

Year 5 maths outcomes have improved by 10% from baseline and by 17% for pupil premium. This cohort have been identified to continue to be a focus this coming year.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A