

# Pupil Premium Strategy Statement: Banks Road Primary School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	265
Proportion (%) of pupil premium eligible pupils	38.98%
Academic year/years that our current pupil premium strategy plan covers	2021/22 to 2024/25
Date this statement was published	December 2024
Date on which it will be reviewed	Termly, and September 2025 for 2025/26
Statement authorised by	Jamie Wilson (Headteacher)
Pupil premium lead	James Savage (Deputy Headteacher)
Governor / Trustee lead	Danielle Talavera (Lead for disadvantaged pupils)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£182,040
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<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>	£182,040

# Part A: Pupil premium strategy plan

## Statement of intent

At Banks Road, our intent encompasses two key ambitions:

Equality – ‘levelling the playing field’ for disadvantaged pupils to ensure they have the same opportunities, experiences, support and aspirations as their peers.

Excellence – providing an excellent support package for all disadvantaged pupils regardless of prior attainment or current performance.

High-quality teaching is at the heart of our approach, with a clear focus on areas that disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and, at the same time, will benefit the non-disadvantaged pupils in our school.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective, we will:

- ensure disadvantaged pupils are challenged in the work that they’re set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
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1	Our <b>attendance</b> data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. A greater percentage of disadvantaged pupils have been ‘persistently absent’ compared to that of their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.
2	Assessments, observations, and discussions with pupils indicate <b>underdeveloped oral language skills and vocabulary gaps</b> among many disadvantaged pupils. These are evident in each key stage and are more prevalent among our disadvantaged pupils than their peers.
3	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with <b>phonics</b> than their peers. This negatively impacts their <b>development as readers</b> .
4	Internal and external assessments indicate that <b>mathematics, reading and writing attainment</b> among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
5	Our assessments, observations and discussions with pupils and families have identified <b>social and emotional difficulties</b> for many pupils, notably a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.  Referrals for support remain relatively high. 22 pupils currently require additional support with social and emotional needs, with some receiving internal school support, some accessing support from external agencies such as Seedlings, the Mental Health Support Teams and Quiet Place.
6	Many disadvantaged pupils do not access a wide range of extra-curricular experiences outside of the school day / beyond the curriculum. As a result of a <b>lack of cultural capital</b> , many pupils do not have the essential knowledge that children need to prepare them for their future success

## 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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>○ the overall unauthorised absence rate for disadvantaged pupils is brought in</li> </ul> </li> </ul>

	<p>line with their non-disadvantaged peers.</p> <ul style="list-style-type: none"> <li>○ the percentage of all pupils who are persistently absent being below national average and the figure among disadvantaged pupils being no more than 3% lower than their peers.</li> </ul>
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> <li>● Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment</li> </ul>
Improved reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> <li>● Phonics outcomes at the end of EYFS and KS1 in 2025/26 show an increase in the number of disadvantaged pupils achieving the expected standard.</li> <li>● KS2 reading outcomes in 2025/26 show progress of disadvantaged pupils is in line with all pupils or above.</li> </ul>
Improved maths, reading and writing attainment for disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none"> <li>● KS2 maths outcomes in 2024/25 show progress of disadvantaged pupils is in line with all pupils or above.</li> </ul>
Children are involved in an increased number of first-hand experiences and extra-curricular activities.	<ul style="list-style-type: none"> <li>● Pupils have experience of a wide range of first-hand enrichment experiences/ activities across both the academic and wider school curriculum.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £40,270

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments, e.g.</p> <ul style="list-style-type: none"> <li>• WellComm: £100</li> <li>• Nessy: £400</li> <li>• Dyslexia and Dyscalculia Screening Assessments: £1000</li> <li>• NfER: £1000</li> <li>• Boxall Profiling: £100</li> <li>• FFT: £1100</li> </ul> <p>Specialist training for staff to ensure assessments are interpreted and administered correctly. Cost: £3,700</p>	<p>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:</p> <p>Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</p>	2, 3, 4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Purchase of resources and funding of ongoing teacher training and release time, e.g.</p> <ul style="list-style-type: none"> <li>- 'Steps to Read': £3,000</li> <li>- 'Talk Through Stories': £500</li> </ul>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 3, 4

<ul style="list-style-type: none"> <li>- 'Read to Write': £3,000</li> <li>- Specialist external consultant support: £7370</li> </ul> <p>Cost: £13,870</p>		
<p>Purchase of Read, Write, Inc (<a href="#">DfE validated Systematic Synthetic Phonics programme</a>) to secure stronger phonics teaching for all pupils.</p> <p>Facilitate daily RWI sessions that are matched explicitly to each child's current ability and fluency throughout EYFS and KS1.</p> <p>In instances when quality first RWI teaching is insufficient in diminishing attainment differences, provide daily 1:1 bespoke RWI intervention to facilitate stronger progress towards ARE.</p> <p>Purchase of Phonics books resources.</p> <p>Cost: £3,000</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>EEF Teaching &amp; Learning Toolkit:</p> <p>Research by EEF evidences that explicit teaching of Phonics yields very high impact for a low cost based on extensive evidence.</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p>	<p>2, 3, 4</p>
<p>Prioritise teaching of phonics through the release of Phonics Lead each morning to</p>	<p>skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p>	<p>2, 3, 4</p>

<p>work across EYFS and KS1 to develop phonics provision:</p> <ul style="list-style-type: none"> <li>- Teaching</li> <li>- Coaching</li> <li>- INSET</li> <li>- Quality assurance</li> <li>- Assessment</li> </ul> <p>Cost: £3,000</p>		
<p>Purchase of FFT Tutoring 'Lightning Squad'</p> <p>FFT Tutoring with the Lightning Squad is a reading tutoring programme where pupils work in small groups with a tutor to improve their reading skills. The tutoring is a blended approach with face-to-face tutoring supported by an online tutoring platform. The tutoring activities are designed and structured to improve reading skills, fluency, comprehension, spelling and phonics. Pupils work through 65 specially written, engaging and illustrated stories.</p> <p>Pupils will work with a tutor in six-week blocks of time to catch-up their reading skills, with daily 30-minute tutoring sessions in school.</p>	<p>Research undertaken by Fisher Family Trust has demonstrated that pupils using Tutoring with the Lightning Squad make learning gains of between 3 and 5 months in reading attainment.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="http://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="http://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 3, 4</p>

Cost: £16,700		
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £57,002

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <ul style="list-style-type: none"> <li>- TA deployment: 1.25 hours x 4 TAs for 4 days</li> <li>- £72.35 x 38 weeks</li> <li>- Phonics training for new members of staff</li> </ul> <p>Cost: £11,286</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>	2, 3, 4
<p>School-led tutoring for pupils whose education has been most impacted by the pandemic.</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 3, 4



<ul style="list-style-type: none"> <li>- £18 per hour for 5.5 hours per week = £99</li> <li>- £99 x 38 weeks</li> </ul> <p>Cost: £17,500</p>		
<p>Employ language specialists to support children with English as an additional:</p> <ul style="list-style-type: none"> <li>- EAL Unqualified Teacher: £26,716 (full-time salary)</li> </ul> <p>Cost: £26,716</p>	<p>Targeted support at specific language needs, both one-to-one support and small group support.</p> <p><a href="#">Bell Foundation - School Approaches to the Education of EAL Students</a></p>	1, 2, 3
<p>Commission specialist teacher (dyslexia) to provide one to one tuition for identified children:</p> <ul style="list-style-type: none"> <li>- Specialist Teacher (Dyslexia): £1500</li> </ul> <p>Cost: £1,500</p>	<p>Targeted support for LAC children, one-to-one dyslexia support.</p>	1, 2, 3

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

Budgeted cost: £97,365

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral provision to champion attendance,	On the subject of social and emotional education, the EEF Teaching and	1, 5, 6

<p>well-being and provide bespoke pastoral support for individuals and families.</p> <p>Employ Pastoral Lead and Pastoral Assistant:</p> <ul style="list-style-type: none"> <li>- Pastoral Lead's salary: £32,654</li> <li>- Pastoral Assistant's salary: £27,711</li> </ul> <p>Cost: £60,365</p>	<p>Learning toolkit evidences moderate impact for very low cost.</p> <p>On average, social and emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself. (+4 months) SEL programmes appear to benefit disadvantages or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found beneficial from nursery to secondary school.</p>	
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve:</p> <ul style="list-style-type: none"> <li>- support from SIL Attendance Officer, including regular attendance reviews</li> <li>- training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</li> <li>- Purchasing and provision rewards.</li> </ul> <p>Cost: £5,000</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1
<p>To provide a range of enrichment activities for disadvantaged children:</p> <ul style="list-style-type: none"> <li>- Residentials</li> <li>- Educational visits</li> </ul> <p>To finance school minibus.</p>	<p>Based on our experiences and knowledge of our families, some of our disadvantaged pupils are less likely to have the opportunity to engage in enrichment activities.</p>	1, 5, 6

<ul style="list-style-type: none"> <li>- Minibus: £6,000</li> <li>- Subsidising of Educational visits and Residential Trips: £8,000</li> </ul> <p>Cost: £17,000</p>		
<p>Contingency fund for acute issues. Cost: £15,000</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set some funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

**Total budgeted cost: £191,637**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Many of the challenges set previously will be carried forward into the 2024/25 academic year, as some challenges still exist for our disadvantaged pupils.

#### **End of Key Stage outcomes 2023-24**

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

DfE has shared our school's 2024 performance data with us to help us better analyse the performance of the school's disadvantaged pupils.

#### Phonics

In July 2024, most Year 1 pupils completed the statutory Phonics Screening Check. 3 children were deferred from the Phonics Screening Check.

- 76% of pupils achieved the expected standard; 6 children did not achieve the pass mark of 32/40.
- Although these 6 children did not achieve the pass mark (32/40), all 6 children achieved accelerated progress from their starting points. All children scored between 21/40 and 31/40; they were very close to achieving the pass mark.
- The significant factor for these children not achieving the pass mark was their attendance and/or they were new to the school.

#### End of KS2 Outcomes – Year 6

\* Data to be published in January 2025

- TBC% of disadvantaged pupils achieved the expected standard in both reading and writing.
- TBC% of disadvantaged pupils achieved the expected standard in mathematics.

#### **Attendance**

In Years 1 – 6, attendance among disadvantaged pupils was 1.53% lower than their peers in 2023/24 and persistent absence was higher than that of their peers. We recognise that this gap is too large, which is why raising the attendance of our disadvantaged pupils is a key focus of our current plan.

#### **Behaviour for learning**

Our observations and assessments acknowledge that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are not currently on track to achieve the outcomes we set out to achieve by 2024/25, as stated in the 'Intended Outcomes' section above. However, to mitigate this, we have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the 'Activity in This Academic Year' section above. The 'Further Information' section below provides more details about our planning, implementation, and evaluation processes.

### **First-hand experiences**

Pupils have been provided with opportunities to experience a range of high-quality, first-hand experiences, both in and out of the classroom.

These enrichment activities have been subsidised by the school to make them more cost effective or free for those families who require additional support.

Opportunities have included:

- School residential trips – Crosby Hall Educational Trust (CHET) and France (Manor Adventure)
- School trips – Chester Zoo, Young Voices at the Co-Op Arena in Manchester, Crosby Beach, Liverpool Museums, Calderstones Park, Garston Library, Windmill Farm.
- Theatre groups – Altru Anti-Bullying play and workshops
- Access to specialist sports coaches – working in partnership with the LFC Foundation and Palmerstone Tennis Club
- Weekly Music tuition
- Music concerts – Resonate Hub and Liverpool Philharmonic Hall
- Artist in residence projects

At Banks Road, we recognise the vital importance of first-hand experiences for our pupils' holistic learning, which is why we will continue to ensure that children are given the opportunities to experience a range of high-quality first-hand experiences, both in and out of the classroom.

## Further information

### **Additional activity**

At Banks Road, our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.