



# Pupil Premium Strategy Statement: 2020-21

Banks Road Primary School



## 1. Summary information

<b>School</b>	Banks Road Primary School				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£168,144 <i>(October 2020)</i>	<b>Date of most recent PP Review</b>	Feb 2020
<b>Number of pupils</b>	228 <i>(Y1-Y6)</i>	<b>% of pupils eligible for PP</b>	43%	<b>Date for next internal review of this strategy</b>	Feb 2021
<b>Dates of Governor Challenge Meetings</b>	<ul style="list-style-type: none"> <li>• 24<sup>th</sup> February 2021</li> <li>• 8<sup>th</sup> July 2021</li> </ul>				
<b>Website information</b>	<a href="http://www.banksroadprimaryschoolliverpool.co.uk/statutory/pupil-premium">www.banksroadprimaryschoolliverpool.co.uk/statutory/pupil-premium</a>				

## 2. Barriers to future attainment for pupils eligible for PP including high ability

<b>In-school barriers</b> <i>(issues to be addressed in school)</i>	
<b>A.</b>	Low levels of learning attitudes, mental health, self-regulation and engagement for <i>identified</i> PP eligible pupils. <i>(Ref: Whole School Key Priority)</i>
<b>B.</b>	Low levels of reading basic skills that impact on learning for PP eligible pupils. <i>(Ref: Whole School Key Priority)</i>
<b>External barriers</b> <i>(issues that also require action outside school)</i>	
<b>C.</b>	Low levels of attendance and punctuality for PP eligible pupils.

## 3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p>BARRIER: Low levels of learning attitudes, mental health, self-regulation and engagement for <i>identified</i> PP eligible pupils.</p> <p>To develop the learning attitudes and independent thinking skills of PP eligible pupils to promote progress.</p>	<ul style="list-style-type: none"> <li>• Pupils will gain confidence, become more self-regulated and engaged learners, and fully access all aspects of the curriculum.</li> <li>• Pupils will develop positive learning skills and dispositions and show progress from established starting points in terms of both key skills and learning attitudes.</li> <li>• Measured improvements in pupil engagement, self-expectations, learning skills and cognitive developments.</li> <li>• Measured improvements in pupil <i>progress</i> from their starting point/s.</li> </ul>

		<ul style="list-style-type: none"> <li>Measured increase in the amount of school trips, residentials and extra-curricular opportunities.</li> </ul>
<b>B.</b>	<p>BARRIER: Low levels of basic skills that impact on learning for PP eligible pupils.</p> <p>To improve outcomes in reading, writing and mathematics (individually and combined) for PP eligible pupils.</p>	<ul style="list-style-type: none"> <li>Measured improvement in attainment and progress for those pupils eligible for PP in Maths and English.</li> <li>Measured improvement in attainment and progress for More Able PP-eligible pupils in all year groups in Maths and English.</li> <li>Measured improvement in the percentage of PP eligible pupils achieving the Expected Standard in reading, writing and mathematics combined.</li> <li>Measured improvement in pupils' attainment across the wider curriculum.</li> <li>Measured increase in the number of good or better lessons in Maths and English.</li> </ul>
<b>C.</b>	<p>BARRIER: Low levels of attendance and punctuality for PP eligible pupils.</p> <p>To significantly improve levels of attendance and punctuality for PP eligible pupils, reducing rates of Persistent Absenteeism (PA).</p>	<ul style="list-style-type: none"> <li>The attendance of PP eligible pupils will achieve an increase of at least 1% in comparison to available 2019/20 data.</li> <li>The percentage gap between PP and Non-PP eligible pupils of 'late marks' (punctuality) will diminish to less than 1% difference.</li> <li>The percentage of late marks for PP eligible pupils will have decreased when compared to available 2019/20 data.</li> <li>Measured improvement in punctuality of PP eligible pupils.</li> <li>Measured decrease in the rate of PA for PP eligible pupils.</li> </ul>

#### 4. Planned strategies for 2020-21

##### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
BARRIER A: Low levels of learning attitudes, self-regulation and engagement for <i>identified</i> PP eligible pupils.					
To develop the learning attitudes and independent thinking skills of PP eligible pupils to promote progress.	<p>Additional Quiet Place therapies (Ready Steady Learn, Theta Group, Magic Carpet) for identified PP children.</p> <p>Encourage PP eligible pupils to become:</p> <ul style="list-style-type: none"> <li>Prefects</li> </ul>	<p><i>Whole school key priority:</i> <i>To further embed a culture of health and well-being across the school for pupils and staff.</i></p> <p>Evidence of impact from 2019-20.</p>	<p>PP Governor Challenge meetings.</p> <p>Pupil progress will be closely monitored.</p> <p>Lesson observations.</p>	<p>SLT.</p> <p>Subject Leaders.</p> <p>Class Teachers.</p>	<p>Baseline data.</p> <p>Data will be reviewed each half term.</p> <p>Termly pupil progress meetings.</p>

	<ul style="list-style-type: none"> <li>• School Council/ Members of the Junior Leadership Team</li> <li>• Bully Busters</li> <li>• Reading Advocates</li> <li>• Reading Buddies (Year 6)</li> </ul> <p>with the aim to have equal representation between PP and non-PP eligible pupils.</p> <p>Learning Mentor interventions, following on from Rising Stars 'Well-Being and Attitudes to Learning' assessments.</p> <p>Country Trust 'Food Discovery' programme (Year 4)</p> <p>European Opera Centre Project – 'The Cunning Little Vixen' (Year 5)</p> <p>'School in Residence' programme with TATE Liverpool (Year 3)</p> <p>High quality targeted CPD for staff with a focus on verbal feedback, higher order questioning and developing thinking skills approaches to teaching and learning.</p> <p>Everton in the Community Enterprise Programme (Year 6)</p> <p>Mental Health as a key priority, including ROAR training for staff – ref action plan</p> <p>Specialist dance lessons – all year groups.</p>	<p>Education Endowment Foundation (EEF) Teaching and Learning Toolkit.</p> <p>Whole school priorities for 2020-21.</p> <p>Research - locally and nationally.</p> <p>Discussions with staff.</p> <p>Staff CPD.</p>	<p>Pupil feedback.</p> <p>Targeted staff training.</p> <p>Evidence will be gathered through:</p> <ul style="list-style-type: none"> <li>- Baseline assessment data for 2020-21 – standardised score for all children</li> <li>- Survey analysis.</li> <li>- Pupil voice.</li> <li>- Work scrutiny evidence.</li> </ul>		<p>Termly 'Vulnerable Children Review Meetings'.</p> <p>Termly Subject Leader positional statements.</p> <p>Termly 'Well-Being and Attitudes to Learning' (Rising Stars) assessments.</p>
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	<p>Development of School Council, including wider enrichment opportunities.</p> <p>Investment in curriculum development and enrichment opportunities.</p> <p>When available, encourage PP eligible pupils to take part in sports clubs, extra-curricular activities and to represent the school as part of school teams/ events.</p> <p>Aspirations Week.</p> <p>Anti-Bullying Week.</p> <p>Bully Busters Programme, including the development of 'Peer Mentors' (Years 4, 5 and 6).</p> <p>Rising Stars 'Well-Being and Attitudes to Learning' Survey and Strategies.</p> <p>'Book Look' / Work scrutiny with pupils.</p> <p>Every class to use the SeeSaw app to communicate/ share children's learning with parents/ carers.</p>				
Total budgeted cost					£40,000

i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
BARRIER B: Low levels of basic skills that impact on learning for PP eligible pupils.					
To improve outcomes in reading, writing and mathematics (individually and combined) for PP eligible pupils.	<p>Liverpool 'Read, Write, Inc. Phonics Project': embedding of whole school, consistent Phonics scheme – Read, Write, Inc., including the purchase of new RWI phonics books for use in school and for use as home readers.</p> <p>'Talk for Writing' – whole school.</p> <p>'Read to Write' – whole school.</p> <p>'Steps to Read' – Year 1 and Year 6.</p> <p>Maths Mastery: Reception – Year 5. Analysis of impact.</p> <p>Renewal of Basic Skills Quality Mark.</p> <p>Completion of the local authority Speech, Language and Communication Quality Mark.</p> <p>Key focus on reading as a whole school key priority, including further development of guided and shared reading and regular 1:1 reading for identified PP eligible pupils.</p> <p>Purchase and implementation of 'Nessy' to target support for identified PP children with less-than-expected progress.</p>	<p><i>Whole school key priority: To accelerate progress in reading for all children.</i></p> <p>Analysis of children's prior progress and attainment data.</p> <p>Ofsted inspection (May 2018) next steps.</p> <p>Whole school priorities for 2020-21.</p> <p>Research – locally and nationally.</p>	<p>Pupil progress will be monitored closely through means of termly Pupil Progress meetings and termly 'vulnerable children review meetings', and will be measured against national starting points/ expected standards.</p> <p>Early identification of More Able PP-eligible pupils and subsequent tracking of progress.</p> <p>Lesson observations – 'Teaching Over Time' grid.</p> <p>PP Governor Challenge meetings.</p> <p>Basic Skills Quality Mark.</p> <p>Pupil feedback.</p> <p>Targeted staff training.</p> <p>Subject Leaders' action plans.</p> <p>Evidence will be gathered through:</p> <ul style="list-style-type: none"> <li>- Analysis of data to review the impact of Maths and English</li> </ul>	<p>SLT.</p> <p>Maths Subject Leader.</p> <p>English Subject Leader.</p> <p>Class Teachers.</p>	<p>Baseline data.</p> <p>Data will be formally reviewed each half term.</p> <p>Half termly pupil progress meetings.</p> <p>Termly Subject Leader positional statements.</p> <p>Termly 'Well-Being and Attitudes to Learning' (Rising Stars) assessments.</p>

	<p>Purchase of new reading books</p> <p>Introduction and development of NGRT reading tests.</p> <p>Embedding of Reading Plus for KS2 (and identified more able readers in KS1). Analysis of impact.</p> <p>Embedding of Reading Eggs and 'Reading Eggspress' for EYFS and KS1 (and identified KS2 pupils who are working pre key stage/ significantly below age-related expectations). Analysis of impact.</p> <p>Purchase and implementation of Times Table Rockstars. Analysis of impact.</p> <p>Dyscalculia screening to identify further learning needs for targeted PP children in Years 3 – 6. (GL Assessments)</p> <p>Dyslexia screening to identify further learning needs for targeted PP children in Years 1 – 6. (GL Assessments)</p> <p>Embedding the use of NFER tests to provide a consistent, standardised score for every child in KS1 and KS2.</p> <p>Writing on the Wall 'Superheroes: Words Are Our Power' project, including an author in residence – KS2</p> <p>Target Tracker as a whole-school</p>		<p>progress on the wider curriculum.</p> <ul style="list-style-type: none"> <li>- 'Teaching Over Time' lesson observation grid.</li> </ul>		
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	<p>approach to assessment and pupil tracking.</p> <p>Investment in curriculum development and enrichment opportunities.</p> <p>Embedding of Rising Stars spelling scheme. Analysis of impact.</p> <p>Analysis of Baseline assessments for all children in EYFS, KS1 and KS2.</p> <p>Subject Leaders evaluate effectively the impact of basic skills teaching for pupils eligible for PP vs. non-PP eligible pupils.</p> <p>Focused Pupil Progress Review meetings, including book scrutiny.</p> <p>Targeted enrichment opportunities for PP eligible pupils.</p> <p>Target and identify PP eligible pupils for interventions, e.g. 'Reading Rockets', 'Numbers Count' and 'Catch-Up Reading'.</p> <p>Guest speakers to motivate and engage.</p>				
Total budgeted cost					£68,144

<b>ii. Targeted interventions</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
BARRIER C: Low levels of attendance and punctuality for PP eligible pupils.					
To significantly improve levels of attendance and punctuality for PP eligible pupils, reducing rates of Persistent Absenteeism (PA).	<p>Learning Mentor in role.</p> <p>EWO (4 hours per week x 39 weeks).</p> <p>To be measured by regular monitoring and review of attendance data, including rates of PA and punctuality.</p> <p>InVentry sign-in system.</p> <p>SIMS online teacher registration system.</p> <p>Analysis of on-entry and prior data for PP eligible pupils.</p> <p>Individual 'Attendance Profiles' for identified PP eligible pupils below 97%.</p> <p>Punctuality and attendance awards.</p> <p>Completion of attitudinal study for PP eligible pupils.</p>	<p>National and local attendance expectations.</p> <p>Research – locally and nationally.</p> <p>Lessons learnt from 2019-20.</p> <p>Analysis of attendance and punctuality data.</p> <p>Discussions with staff.</p> <p>Previous experience.</p>	<p>Pupil attendance will be closely monitored against national and local expectations.</p> <p>Monitoring of Persistent Absenteeism by Learning Mentor/ Safeguarding Team.</p> <p>Targeted pupil feedback.</p> <p>Learning Mentor action plans.</p> <p>PP Governor Challenge meetings.</p> <p>Evidence will be gathered through:</p> <ul style="list-style-type: none"> <li>- Data analysis to demonstrate upward trend and improvement in attendance for PP eligible pupils.</li> <li>- Case studies.</li> <li>- Analysis of attitudinal studies.</li> <li>- Pupil interviews.</li> <li>- Analysis of pupil lateness.</li> </ul>	<p>SLT.</p> <p>Learning Mentor.</p> <p>Subject Leaders.</p> <p>Class Teachers.</p>	<p>Baseline data.</p> <p>Data will be formally reviewed each term.</p> <p>Learning Mentor positional statements.</p> <p>End of year pupil interviews and survey.</p> <p>Half termly safeguarding meetings.</p> <p>Termly 'Well-Being and Attitudes to Learning' (Rising Stars) assessments.</p>
Total budgeted cost				£40,000	

<b>iii. Other strategies</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>To engage PP eligible pupils through extracurricular activities and 'WOW' events.</p> <p>BARRIERS A, B &amp; C</p>	<p>'WOW' events are built into curriculum planning.</p> <p>School trips/ educational visits – subsidised for identified pupils.</p> <p>Aspirations Week.</p> <p>Guest speakers.</p> <p>Specialist teachers.</p> <p>Timetable of events.</p> <p>School Council/ Junior Leadership Team.</p> <p>Reading Ambassadors.</p> <p>Parent Questionnaire.</p> <p>Showcase children's learning and achievements through: school website, Seesaw and school twitter accounts.</p>	<p>Evidence of impact from 2019-20.</p> <p>Discussions with staff.</p>	<p>Pupil feedback and evaluations.</p> <p>Subject Leaders to review the impact of extracurricular and 'WOW' events.</p> <p>Registers for all events.</p> <p>Evidence will be gathered through:</p> <ul style="list-style-type: none"> <li>- Data analysis to demonstrate upward trend and improvement in attendance for PP eligible pupils.</li> <li>- Case studies.</li> <li>- Pupil interviews.</li> <li>- Website and school Twitter development.</li> <li>- Parent Questionnaire analysis.</li> </ul>	<p>SLT.</p> <p>Learning Mentor.</p> <p>Subject Leaders.</p> <p>Class Teachers.</p>	<p>Baseline data.</p> <p>Data will be formally reviewed each term through means of PP Governor Challenge meetings.</p> <p>Termly safeguarding meetings.</p> <p>Learning Mentor positional statements.</p> <p>End of year pupil interviews and survey.</p>
<p>To monitor and assess PP eligible pupils' attitudes.</p> <p>BARRIERS A &amp; B</p>	<p>Rising Stars 'Well-Being and Attitudes to Learning: Survey and Strategies'.</p>	<p>Purchased and introduced to build on the work started by the school's assertive mentoring approach to close the gap between PP and Non-PP eligible pupils.</p> <p>Feedback from parents/</p>	<p>Analysis of Rising Stars assessments: PP vs. Non-PP pupils.</p> <p>Progress will be closely monitored against pupil starting points.</p>	<p>DHT</p>	<p>Data will be gathered and reviewed every term.</p> <p>Assessments will be provided to pupil's parents/ carers as part of Parents Evenings.</p>

		carers.	Pupil feedback. Lesson observations.		
To embed debating within school.  BARRIER B	Debate Academy lessons and after school club.	Opportunity to raise aspirations and equip PP pupils with the opportunity to experience inter-school competition at Liverpool Hope University.	Initial and end of programme pupil questionnaires will form the basis of qualitative and quantitative impact.  School assemblies to develop children's knowledge and understanding of debating.  End of programme inter-school 'tournament', hosted at Hope University.	DHT and Learning Mentor.	Baseline and end of programme evaluations.
To monitor, review and evaluate the effectiveness of PP strategies and spending.  BARRIERS A, B & C	SLT review.  Pupil Premium Governor Challenge meetings.	Ongoing demand for high level, effective communication between school leaders and the Governing Body.	Termly challenge meetings between PP Lead and PP Governor.  Notes and actions of meetings are minuted.  Termly updates to the full Governing Body.	DHT	Termly through the review of minutes and actions.
Total budgeted cost				£20,000	

<b>Quality of teaching for all</b>	£112,680
<b>Targeted interventions</b>	£40,000
<b>Other strategies</b>	£20,000
<b>Total</b>	<b>£172,680</b>