# Pupil premium strategy statement

## This statement details our school’s use of pupil premium and recovery premium for the 2024-25 academic year, 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

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| Detail | Data |
| School name | **Banwell Primary School** |
| Number of pupils in school | 127 (16/12/2024) |
| Proportion (%) of pupil premium eligible pupils | 27/127 = 21% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024-25 |
| Date this statement was published | 20th December 2024 |
| Date on which it will be reviewed | 15th July 2025 |
| Statement authorised by | Claire Pocock  Headteacher |
| Pupil premium lead | Clare Pocock  Headteacher |
| Governor / Trustee lead | Mrs Tara Wright |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £23,371.85 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | **£23,371.85** |

# Part A: Pupil premium strategy plan

## Statement of intent

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| * The ultimate objective for our pupils is to improve learning outcomes. * Our current pupil premium strategy plan work towards achieving those objectives by:   + Accurately identifying the barriers   + Ensuring quality first teaching in all classes   + Ensuring the curriculum has impact and pupils know more and remember more   + Planning academic and pastoral interventions and support so that pupils will receive that will close the gaps between their peers or exceed their peers * The key principles of the strategy are: * **Addressing attendance** – we respond quickly to poor attendance and provide strong social and emotional support, including working with families. * **Quality first teaching for all** – we deliver ‘quality first teaching’ and provide consistently high standards by setting expectations, monitoring performance and sharing best practice. * **Impact driven and responsive to evidence** - we effectively use data, and other evidence, to identify pupils’ learning needs, review progress regularly and address underperformance quickly. We have manageable assessment for learning systems, which provide clear feedback for pupils. * **Deploying staff effectively** - devolve responsibility to frontline staff, use our best teachers to work with pupils who need the most support and train teaching assistants to effectively support pupils’ learning * **A school culture of supporting pupils to manage their emotions and be self-regulators** – our trauma informed practice creates a shared understanding and common language about how to create a welcoming, caring, respectful and safe school. All pupils benefit from learning environments that are: calm, predictable and supportive. Building pupils’ resilience when dealing with challenges, whether academic or emotional is a priority across the school. This growth mind-set approach allows us to support pupils to find new ways of viewing challenges and setbacks, helping them to believe that even if they struggle with certain skills, their abilities aren't set in stone. * **Whole-school ethos of attainment for all** – we have an ethos of attainment for all pupils and avoid stereotyping pupils. * **Meeting individual learning needs** - we identify each pupil’s challenges and interests and seek the best strategies to help each pupil make the next step in their learning. We provide individual support for specific learning needs and group support for pupils with similar needs. * **Ambitious leadership** have high aspirations and lead by example - all staff are accountable for raising attainment and do not accept low aspirations and variable performance. We are aware of best practice within, and beyond, the school and invest in staff training. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Assessments and observations with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |
| 2 | Assessments, analysis and observations indicate that disadvantaged pupils generally achieve lower outcomes in reading, writing and maths than their non disadvantaged peers. |
| 3 | Our observations and discussions with pupils and families indicate that disadvantaged families were impacted by restricted access to school / school closures because of the pandemic in 2020-21. This continues to have a varied impact.  For many of our younger children, there was reduced interaction with peers and adults at a critical time for the development of language and socialisation skills. The consequence in school is that peer to peer relationship issues are less easily resolved without adult intervention than previously.  For older children there may be knowledge gaps caused by missed learning during the pandemic. |
| 4 | A broad and balanced curriculum is especially important for those pupils who come from a disadvantaged background. A narrow curriculum may limit opportunities and life choices. |
| 5 | Our attendance data from 01/09/2024 – 18/12/2024 indicates that attendance among disadvantaged pupils remains lower than for non-disadvantaged pupils. Attendance for all children is 93.74% (just slightly below the national average attendance), whilst for children in receipt of Pupil Premium funding, attendance is 88%. A very small group of pupils account for much of this gap.  Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan in Summer 2024/25**, and how we will measure whether they have been achieved.

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| Intended outcome | Success criteria |
| Disadvantaged pupils have improved language skills in reception EYFS data (may be statistically unreliable due to small numbers) | Speaking ELG is at least national in 2025 |
| Disadvantaged pupils improve average phonic score / outcomes (may be statistically unreliable due to small numbers) | Disadvantaged pupils show evidenced progress in phonic knowledge across the year. |
| Disadvantaged pupils improve outcomes at the end of KS1. | Disadvantaged pupils show evidenced progress in reading, writing and maths across the year across the year. |
| Disadvantaged pupils improve outcomes at the end of KS2. | Disadvantaged pupils show evidenced progress in reading, writing and maths across the year across the year. |
| Pupils will know more and remember more because of a broad and balanced curriculum. | Pupils can talk / communicate knowledgably about a broad range of subjects. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance from 2024/25 demonstrated by:   * the overall attendance rate for all pupils being at least national, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.5%. * the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 2% lower than their peers. |

## Activity in this academic year

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

## Teaching

Budgeted cost: **£1,000**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Purchase Opening Worlds books to facilitate a high quality history, geography and RE curriculum | The program is expertly written and researched.  Ofsted findings in other schools indicates that some children are not able to talk knowledgably about these subjects.  Improved writing in books will evidence the impact of the program.  Disadvantaged children are engaged in the programme and are therefore learning more and knowing more. | 1, 2, 4 |
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: **£22,693**

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| Activity | Evidence that supports this approach | | Challenge number(s) addressed |
| Learning mentor in place | Support in place for children across the school with barriers to learning.  Daily support in EYFS promotes language development and social skills  Dedicated nurturing space for children who may become dysregulated / distressed.  Calm eating space at lunchtime  Calm club ay playtimes | | 1, 2, 4, 5 |
| Attendance lead in place | Daily monitoring of attendance enables early intervention and support to get children into school. | 2, 3, 4, 5 | |

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

Budgeted cost: £0

**Total budgeted cost: £23,693**

# 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 2023/24 academic year.

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| **Intended outcome** | **Success criteria** | **2023/24 Outcome** |
| Improved phonics and spelling skills among disadvantaged pupils. | Assessments and observations indicate continuing improvement in phonics and spelling assessment results amongst disadvantaged pupils. This is then applied in extended writing tasks, with children able to independently access supporting resources. | There was only one PP child in the Y1 cohort of 2024. Whilst this child did not meet the expected standard they did make progress across the year. |
| Improved reading attainment among disadvantaged pupils. | Internal data from KS2 SATs data and the Summer NfER reading tests, shows that in 2023/24, more than 70% of disadvantaged pupils across KS2 met the expected standard.  # The leadership team have deliberately chosen not to focus exclusively on end of KS2 results as the data set will be statistically insignificant. | 59% of children across KS2 met the expected standard for reading in 2024. This has increased from 46% in 2023. |
| Improved maths attainment among disadvantaged pupils. | Internal data from KS2 SATs data and the Summer NfER maths tests, shows that in 2023/24, more than 70% of disadvantaged pupils across KS2 met the expected standard.  # The leadership team have deliberately chosen not to focus exclusively on end of KS2 results as the data set will be statistically insignificant. | 57% of children across KS2 met the expected standard for maths in 2024. This has increased from 46% in 2023. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2023/24 demonstrated by:   * qualitative data from student voice, student and parent surveys and teacher observations * an increase in the ability of children to manage conflict in relationships without the intervention of adults * a significant increase in participation in enrichment activities, particularly among disadvantaged pupils | 94% children are happy in school (pupil survey Feb 2024)  84% of parents state their children ae happy at school (parent survey 2024)  No suspensions in the last academic year. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance from 2023/24 demonstrated by:   * the overall attendance rate for all pupils being at least 96.1%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.5%. * the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 2% lower than their peers. | School attendance is broadly in line with national  PP attendance sits a little below national (88% 20th Dec 2024) although this is due to the low attendance of a couple of individual children. |

# Further information

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| **Additional activity**  Our pupil premium strategy is supplemented by additional activity that is not being funded by pupil premium. That will include:   * embedding more effective practice around feedback. This is an ELAN MAT priority, focusing on the key elements that we describe as do, think, tweak. [EEF evidence on feedback](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. * Utilisation of a [DfE grant to train a senior mental health lead](https://www.gov.uk/guidance/senior-mental-health-lead-training)..   The school and our incredibly active local community have also supported our more vulnerable families in the following ways:  **Foodbank**  The school is a registered foodbank outlet.  **Other support for families in the holidays**  The Parish Council supply gift hampers for our most vulnerable families for Christmas. |