

# Pupil premium strategy statement

## School overview

Detail	Data
School name	Bannerman Road Community Academy
Number of pupils in school	328
Proportion (%) of pupil premium eligible pupils	48% 157 pupils
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Lynsey Prewett
Pupil premium lead	Jodi Dyer
Governor / Trustee lead	Robert Bourns

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 215,200
Recovery premium funding allocation this academic year	£21,600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 236,800

# Part A: Pupil premium strategy plan

## Statement of intent

*Pupils at Bannerman Road will make accelerated progress and the gap between disadvantaged and non-disadvantaged will be eliminated. Pupil outcomes are improved.*

### Desired outcomes

- *Increased attendance*
- *Improved progress and outcomes in phonics and early reading*
- *Improved progress and outcomes in reading, writing and maths*
- *Improved teaching and learning to improve progress and outcomes*
- *Increased levels of pupil well-being*

*We have taken guidance from the EEF Pupil Premium Guidance*

[Pupil Premium Guidance iPDF.pdf \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk/pupil-premium-guidance)

*Pupils will have strong foundations in reading through high quality phonics and early reading which will lead to better academic outcomes. The **link between phonics and early reading** is developed and reading across the school is a priority. Release time is provided for Phonics Lead to provide and receive ongoing CPD (peer observations, training, team teaching). Bannerman Road will continue to work with the English Hub and Teaching Hub to ensure that we are using high quality resources and training and auditing our next steps with rigour. At Bannerman Road we will further **develop the teaching of reading (comprehension strategies)** and **improve outcomes across the school** through having a non-class-based **reading expert** to provide ongoing CPD and targeted intervention.*

Evidence states that improving teaching and learning is the most effective way to improve pupil outcomes for disadvantaged pupils. At Bannerman, we hold CPD at the core of school improvement. Through internal and external providers, we will provide high quality CPD to ensure teachers and teaching assistants are highly skilled and provide quality first teaching. This year we will continue our focus of metacognition, self-regulation and cognitive overload and as stated above phonics and reading. Furthermore, we will begin SSAT CPD programme of 'Embedding Formative Assessment'. CPD of TEEP (Teacher effectiveness programme) will be provided for new staff while also continuing to embed and further improve practise of existing staff.

We will use learning support assistants to provide; intervention within the classroom to ensure pupils are 'keeping up rather than catching up' and research informed interventions to accelerate progress and close specific individual pupils' gaps. We are participating in the DELTA project, led by BBC and EEF to ensure the school makes

best use of teaching assistants to have significant impact of pupil progress and outcomes.

Ensuring pupils are in school and have good attendance is crucial to pupil progress and outcomes. As a result, we use pupil premium spending to drive attendance strategies to ensure any gap between groups is eliminated and pupils are in school and accessing their education.

We identify our disadvantaged pupils need support feeling part of the community and with their wellbeing, particularly post Covid. In addition, they need access to a range of enrichment activities to broaden life experiences and thus develop language and cultural capital. There are many external barriers for our families which impact on the children's ability to access learning within and outside of the classroom. We employ a Thrive informed approach to support children within the classroom and have three thrive practitioners to provide targeted intervention. A Parent support worker is employed to support families with external school issues to reevaluate additional pressures.

## Challenges

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

Challenge number	Detail of challenge
1	Pupils at Bannerman have <b>limited life experiences</b> . Families do not have the financial resources to provide these for the children. As a result, pupils find making connections and understanding texts challenging as they don't have prior knowledge to draw upon
2	Low Speech and language levels, on entry to school
3	Pupils at Bannerman Road have <b>limited vocabulary</b> due to limited life experiences, lack of external support and English as an additional language
4	<b>English as an additional language (77%)</b>
5	Due to a language barrier or literacy levels, there is a lack of <b>parental support</b> at home, parents can't help pupils read and practise their reading. Furthermore, families can't expand and deeper vocabulary at home. When reading, families can't model fluency due to low literacy levels within English. As a result, a true love of reading isn't promoted or modelled.
6	Pupils come to school hungry and this impacts on their behaviour and readiness to learn.
7	Several our PP pupils are experiencing external <b>challenges in their home life</b> and find emotional regulation difficult without adult support or explicit teaching; this can result in a negative attitude towards their learning and affect their wellbeing and progress.

8	<b>Financial hardship</b> means that many PP families do not have enough funds to pay for school trips, after school activities and uniform.
9	<b>High turnover of TA's due to career progression</b>
10	Low levels of attendance and high levels of persistent absence Overall absence (5.9%) was in the highest 20% of all schools in 2018/19 as well as in 2017/18. Persistent absence (14.6%) was in the highest 20% of all schools in 2018/19. The rate of overall absence (5.9%) in 2018/19 was in the highest 20% of schools with a similar level of deprivation.

## 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
<i>Increased attendance</i>	% Increase in attendance each term % Increase in attendance when comparing year on year Decrease the % of persistent absence
<i>Improved progress and outcomes in phonics, reading</i>	% Of pupils passing PSC increased % Of pupils attaining expected at EFS, KS1 and KS2 increased Progress score end of Key stage 2 continues to improve
<i>Improved progress and outcomes in reading, writing and maths</i>	% Of pupils attaining expected at EYFS, KS1 and KS2 increased in reading, writing and maths Progress score end of Key stage 2 continues to improve in reading, writing and maths
<i>Improved teaching and learning to improve progress and outcomes</i>	% Of lessons graded good or better improves. TEEP (Teacher effectiveness enhancement programme) and EFA is embedded within classroom practise Outcomes improves  External quality assurance details strengths in quality of teaching and learning
<i>Increased levels of well-being</i>	Thrive assessment show pupils (individual / whole class) have made progress
<i>Stronger TA deployment</i>	TA have significant impact on pupil progress within the class and through delivering high quality interventions



## 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: £ 91,572

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Ensure that the <u>link between phonics and early reading</u> is developed and that reading across the school is a priority. Provide release time for phonic lead to provide CPD (peer observations, training, team teaching). Work with the English Hub / Teaching Hub to ensure that we are using the most high-quality resources and training and that we are auditing our next steps correctly.</b></p> <p><i>Why? Comparison between phonics data and end of Key stage 1 data shows gaps. Greater link between phonics and reading is required.</i></p> <p>Phonics leader to provide modelled lessons, guided reading CPD, application of phonics in reading - whole school CPD / regular CPD for Key Stage 1</p> <p>Peer observations to develop T+L and share good practice</p> <p>Phonics leader to monitor teaching and learning and provide CDP programmed / and monitoring programmed to support where needed</p> <p>High quality resources are available throughout the school (decodable books 1:1, group, whole class, online resources)</p>	<p>EEF Key stage one guidance report (2020) – Effectively implement a systematic phonics programme. Ensure all staff have the pedagogical skills and content knowledge. Use a balanced and engaging approach to developing reading, teaching both decoding and comprehension skills. From the earliest point reading should be presented as the process of understanding the text.</p> <p>DFE Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).</p> <p>EEF teaching and learning toolkit +5 (phonics) +6 (reading comprehension strategies)</p>	<p>3, 5, 4</p>
<p><b>Develop reading across the whole school</b></p> <p><i>Why? Progress score at Key stage 2 has improved consistently over the past 4 four years however, attainment in reading is well below national average.</i></p> <p>Highly trained reading lead to provide ongoing support for all members of staff across the school</p> <p>CPD for all staff – benchmarking / assessing pupils reading habits / skills / teaching</p> <p>Increase monitoring cycle to support rapid progress</p>	<p>DFE Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).</p> <p>EEF key Stage 2 guidance report (2017) actively teaching reading fluency is important for all pupils and those judged to be struggling are likely to benefit from targeted support.</p> <p>EEF teaching and learning toolkit +6</p>	<p>3, 5, 4</p>

<p>Adapt and develop use of current reading scheme. Support with adaptations (skill focus)</p> <p>Peer observations and drop ins</p> <p>CPD + continued support of analysis of standardized tests data and planning next steps.</p>		
<p><b>Further develop quality first teaching through development of CDP</b></p> <p><i>Why? Quality first teaching is the key to improving pupils progress and attainment</i></p> <ul style="list-style-type: none"> <li>• Metacognition and self-regulation</li> <li>• Embedding formative assessment</li> <li>• Continue to embed TEEP with trained staff and CDP/ support for new staff</li> </ul> <p>Ongoing CPD to continue to embed and improve TEEP (teacher Effectiveness Enhancement Programme)</p> <p>CPD – implement ‘SSAT Embedding formative assessment (2 Yr. programme) ‘</p> <p>CPD – metacognition, self-regulation, and cognitive overload. Strong focus within the monitoring cycle</p>	<p>EEF Tiered Approach- The best available evidence indicated that great teaching is the most important lever schools have to improve outcomes for their pupils. High-quality assessment is essential to great teaching, helping us understand what pupils have (or have not) learned. Whole school planning that focuses on high-quality teaching requires the support of sustained professional, development.</p> <p>Sutton Trust (2011) poor teaching 0.5 (years progress) on disadvantaged, 1yr (years progress) on average student. Highly effective teaching 1.5 Yr. on disadvantaged student whereas 1.4 on an average student.</p> <p>EEF teaching and learning toolkit Metacognition and self-regulation +7</p> <p>EEF teaching and learning toolkit – Collaborative learning approaches</p>	<p>4,5,</p>

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

Budgeted cost: £ 60,885

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Accelerate progress through intervention</b></p> <ul style="list-style-type: none"> <li>• In class, same day intervention</li> <li>• Specific targeted intervention</li> </ul> <p><i>Why – pupils keeping up not catching up</i></p> <p>Additional LSA in each year group during the afternoons to provide interventions</p> <p>Commitment to Delta project to ensure best use of teaching assistants</p>	<p>EEF – There is strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students. Evidence consistently shows the positive impact that targeted academic supports can have, including those pupils who are not making good progress across the spectrum of achievement. Interventions are typically maintained over a sustained period and require careful timetabling and associated training so that delivery is consistent for staff and pupils.</p> <p>EEF key Stage 2 guidance report (2017) actively teaching reading fluency is important for all pupils and those judged to be struggling are likely to benefit from targeted support.</p> <p>EEF teaching and learning toolkit teaching assistant intervention +4</p>	<p>4, 9, 2,</p>

<p>CPD to ensure high quality delivery of intervention. Close monitoring of interventions</p> <p>Follow assess, plan, do, review model</p> <p>Interventions are tracked and progress closely monitored</p> <p>Interventions to include, BRP, Phonics, oral language interventions, inference</p> <p>CDP training via English Hub and Teaching school – Oracy</p> <p>1:3 tutoring via tutoring programme (funding from recovery premium)</p>		
<p><i>Additional LSA in Reception</i></p>	<p>EEF Early years education aims to ensure that young children have high-quality learning experiences before they start school.</p> <p>Gaps between more affluent children and their peers emerge before the age of 5, so efforts to support children’s learning in the early years are likely to be particularly important for children from disadvantaged backgrounds</p>	

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

Budgeted cost: £62,743

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Why? There is a gap between pupil premium and non-pupil premium. Only when pupils are in school accessing education can they make progress</p> <p><b>To increase attendance of PP children, in particular persistent absence</b></p>	<p>Attendance is likely to be problematic throughout the academic year. It is also likely to have a disproportionate impact on disadvantaged pupils. While there isn’t much evidence to support specific strategies. It is clear that planning to continue to support families and sensitive communication with parents and careers is vital.</p> <p>DFE – Link between absence and attainment key stage 2 and key stage 4</p>	<p>10</p>
<p><b>To support children and families feel part of the school community</b></p> <p>Why? Families do not have the financial means to provide pupils with additional sports clubs. Due</p>	<p>EEF: studies suggest that sports participation can have a positive impact on academic achievement teaching and learning tool kit +1 (in conjunction with sports premium)</p>	<p>1, 3, 5, 7,</p>



<p>to access linked to poverty, pupils need additional support with well being to be best placed to learn. External factors on the family cause additional stress.</p> <p>Out of school visits provide pupils with opportunities to experience the wider world. These experiences can build vocabulary (linked to reading attainment, linked to academic outcomes).</p> <p>Increased understanding of the vulnerability pupils face. Thrive strategies will support staff to implement appropriate strategies to support pupil well-being.</p> <p>Free breakfast places for PP children and children who are late / persistent absences. Free food for all children within the school</p> <p>Food provided for children who haven't received a substantial breakfast / child who are hungry</p> <p>Parent support worker to support families overcome barriers which impact on pupil well-being and readiness to learn</p>	<p>Studies show that parental engagement has shown positive impact on academic achievement. EEF teaching and learning toolkit +4 +1</p> <p>Providing uniforms means pupils feel part of the school community and it isn't a barrier to attending school.</p>	

**Total budgeted cost: £ £215,200**

# 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 2020 to 2021 academic year.

### **Priority Link between phonics and early reading**

Phonics leader has completed Reading Lead training from the English Hub which has led to greater strategic planning and implementation within the leadership of phonics at Bannerman Road. The phonics leader has delivered Phonics and fluency CPD to the whole staff and additional training to staff who consistently teach phonics and early reading. There has been a rigorous monitoring programme which has been followed up with bespoke CDP, where there has been an improvement in the teaching of phonics. Yr. 2 teachers who hadn't previously taught whole class phonics received additional training and the impact of the training is seen in the results below. As a result, 100% of phonics teaching is good or better which has impacted on pupil progress.

Using internal data based on National testing (PSC) Yr. 1 - 65% of children passed the PSC (pass mark 32) – improved score from 55% to 65% from Term 5 to T6. PP children moved from 52% to 59% however non pp children outperform 70% / 59%

The impact of the CPD around phonics and fluency is demonstrated through Yr. 2 improved reading scores from 62% in Term5 to Term 6 78% (36/46). There have been 4 new arrivals since term 5 assessment. With new arrivals removed, this takes to Yr. 2 86%. In year 2 PP children outperform non-PP 84%/78%

Fluency reading has supported moving from the mechanics of phonics to reading. Using internal data based on National Testing (SATs), all pupil premium children in Year 2 and Year 6 made progress using TA and scaled score (National 2018 to 2019 SAT papers).

The school is now well resourced and has ample phonetically decodable books for all year groups

During Lockdown, phonics was a priority for online learning. Easy to use / access teaching videos (Provided by English Hub) were sent home to year groups and individual pupils who needed them / support family. PP children were prioritized for 1:1 online reading session. As a result, pupils didn't appear regress. This is shown through their continued progress using phonics internal data.

### **Develop reading across the whole school**

The Specialised Reading Lead trained all new staff (teaching assistants and teachers) to be able to teach high quality 1:1 reading sessions and use running records as an assessment tool to inform and plan next steps. Existing staff received bespoke CPD to further develop their knowledge, skills and understanding of teaching reading. Through teacher and LSA survey, responses showed that the CDP provided has had a significant impact on skills knowledge and understanding of teaching reading. The English team has expanded and through the year, there has been additional CPD and team meetings to ensure a structured, consistent approach to teaching reading across the school. The revised reading comprehension lesson structure and resources were implemented, which has secured consistency of teaching of reading across the school. Unfortunately, the National Lockdown and bubble closures hindered the monitoring cycle. Lesson drop-ins allowed the Reading Lead to further evaluate the teaching of reading across the school and ways to support. Considering this, changes have been made to the structure and support materials; and targeted CPD was given which will continue next year.

Additional staff were deployed to target Yr. 2 to secure the application of phonics and skills to become fluent readers. Using internal data, as suggested earlier all PP children made progress.

During lockdown: Bug club online reading was purchased to support pupils access reading material through the National Lockdown and therefore, PP children weren't at a disadvantage (internet and devices were provided as part of the Lockdown support for PP children). A weekly open-air library was also provided by the school during lockdown.

### **Further develop quality first teaching through development of CDP - metacognition and cognitive load theory**

CPD on metacognition, self-regulation and cognitive load theory were delivered on a cycle throughout the year by both internal and external providers. There is now a common shared understanding across the school. Staff carried out their own mini action research using a cognitive load theory in practise and reported the impact on their teaching and pupils learning. There is a growing culture of the importance of ensuring that strategies are explicitly planning for, implemented, and evaluated as part of the teaching and learning cycle. Metacognition will continue to be an area of CPD and monitoring throughout 2021/2022.

### **Accelerate progress through intervention**

CPD was provided for all LSA's with their given intervention. Monitoring of interventions identified areas of strengths and weaknesses with bespoke follow up CDP given to improve teaching and learning. Internal data shows pupils made progress within the area of intervention.

#### **To increase attendance of PP children, in particular persistent absence**

Through the year, attendance steadily improved and remained more consistent. With high BME, fears around Covid were high and therefore after each lockdown and bubble closure, anxiety within the community increased. The school worked with the families to build relationships and confidence to ensure better attendance.

At the end of the year, there was a gap between PP and non-PP pupils. 89%/92%. This is partly due to the provision offered during lockdown. PP pupils were prioritised to attend onsite education to support them and their families. Due to the demand, this provision was offered on a part time timetable. As a result, children were coded as C which impacted on their overall attendance. Prior to lockdown PP attendance was better than non-PP 94%/93%

Attendance has also been impacted by non-returners after lockdown. For each child, SPT or CME forms completed after school investigations. 73% of these children were PP.

#### **To support children and families feel part of the school community**

Thrive – There are now three trained Thrive practitioners who are delivering Thrive interventions across the school. CDP has supported teaching staff completing assessments and action plans within the classroom therefore staff have greater knowledge, understanding and skills assessing and implementing within daily practise. The impact of Thrive approach is evident across the school. All classes (except one for which there are clear reasons) made good progress. Pupils who had Thrive intervention made good progress for example year 4 group of 7 girls, 4 were pupil premium. Baseline – 57% secure 'at Doing' at the end of intervention – 92% secure.

Family support worker / behaviour lead has supported with over 18 families supporting in a variety of ways: court, immigration, food, behaviour, mental health, housing, benefits, right to reside. The family support worker has secured a mental health practitioner (one day a week for two years) and has been working alongside them to support the mental health of the children. The family support worker has supported children reintegrate back into class.

Families are accessing pupil premium funding to support with uniform. Trips were suspended until Term 6 due to Covid.

Behaviour –new behaviour management system (DCPRO) has now been implemented. This allows incidents to be tracked and a deeper analysis of trends. As a result, support has been directed to support classes and individual pupils.

### **Mid point review 2021-2022**

#### **Ensure that the link between phonics and early reading**

Phonics lead and Reading lead have delivered a robust training programme to all newly appointed LSA's and newly appointed teachers. There has been ongoing support for existing teachers and LSA's. This has resulted in LSA's skilled to move pupils learning forward. There has been ongoing monitoring and further focused CPD. As a result, phonics teaching and learning has improved. The introduction of the phonics tracker ensures ongoing assessment informs further planning and gaps are closed. Data for interventions (Yr. 3-6) demonstrates that pupils are making good progress with acceleration showing.

The % of children passing the phonics screening (Y2) from summer 2020/21 to Autumn 2021/2022 with 72% passing by autumn. This is below recent years; however, this dip is in line with the national trend. The school has sought support from the English hub and will have an audit at the end of term 4 to forward plan.

The gap between PP and non-PP has reduced significantly, particularly in reading. However, data is showing that Yr. 2 attainment and progress is out of line with expectation. As a result, we have employed a teacher to provide reading intervention using phonetically decodable books with a focus upon fluency and comprehension.

#### **Develop reading across the whole school**

Reading leads have delivered a robust training programme to all newly appointed LSA's and newly appointed teachers. There has been ongoing support for existing teachers and LSA's. This has resulted in LSA's being skilled to progress pupil learning forward. End of term data will be used to analyse progress and identify next steps

### **Further develop quality first teaching through development of CDP - metacognition and cognitive load theory**

CPD has been delivered using EEF recommendations. Monitoring shows that pupils have a range of strategies and are applying their think 5. Teachers use metacognition and cognitive load theory when planning and teaching lessons. There is clear evidence of modelling of concepts and chunking learning. In partnership with Thrive, classes have developed motivation for pupils to be accepting of challenge.

### **Accelerate progress through intervention**

Covid has heavily impacted on the delivery of interventions. The school prioritised keeping classes open when staffing was low due to Covid. As a result, interventions have been interrupted. To avoid further disruption, due to covid, additional cover has been provided. Interventions are due to run fully in term 4, 5, and 6. LSA's have been used to prioritise phonics interventions, 1:1 reading and group reading. Due to the tutoring programme non phonics interventions were paused to ensure pupils weren't cognitively over loaded and missing QFT.

Tutoring programme – All key stage 2 children received 15 hours tutoring. The impact of the programme to follow during assessment points 2 and 3

### **Term 4 data shows:**

EYFS PP children outperform non-PP children by 24%

Phonics data for Yr. 1 shows that the gap between PP and Non-PP is closing and PP outperform by 2%

Yr. 2 reading shows PP children are outperforming non-PP children by 6%

Yr. 6 data shows the gap is closing between PP and Non-PP. The % of children at expected has improved by 32% in reading and 37% in maths.

Reception Talk Boost data shows that all children have made progress from their starting point. The % of children on track for GLD has risen from 0% to 37% with PP outperforming non-PP by 26%

### **To increase attendance of PP children, in particular persistent absence**

Attendance of PP children has improved as the year has progressed, reflecting the impact the support and intervention in place. PP children were significantly above FFT National throughout Term 2 and 3. PP children outperformed non-PP during Term 3. PP persistent absence is improving term on term.

### **To support children and families feel part of the school community**

Pupils have accessed a range of visits and visitors to widen their experiences with more mapped out throughout the year (CC learning journey map). There are now two over nights camps booked with additional funding to support the 2<sup>nd</sup> camp to target disadvantaged pupils. A fourth Thrive practitioner has been trained to increase the number of children accessing Thrive intervention. Continued CPD is available for all teachers to develop their practise and understanding of Thrive to further support children. As a result, whole class Thrive data shows that all classes have made progress. Our family support worker continues to support families. Housing is the biggest area of need and has supported 16 families.

**This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.**

**Ofsted July 2022 – GOOD 'Leaders have high expectations for what all pupils can achieve, particularly those who speak English as an additional language and those **who are disadvantaged.**'**

### **Ensure that the link between phonics and early reading**

The phonics leader and early reading lead have continued to improve teaching and learning of phonics and reading through rigorous monitoring and individualised teacher support. All phonics lessons are now deemed good or better. Interventions have continued to impact on pupil progress and attainment, thought gap analysis and highly targeted interventions. The school are continuing to work with the English Hub to ensure that the provision at Bannerman is of the highest quality. The outcome from the English Hub audit showed greater support for parents was the next step (workshops had been suspended due to Covid). Bannerman English team held phonics sessions for parents. To ensure parents attended, it was highly promoted, and breakfast

was served. These parent meetings were very successful and well attended. Phonics parent workshops have been booked in for Sep 2022-2023 to ensure a strong understanding for parents at the beginning of the year. Ensuring good teaching and learning of phonic and early reading will continue to be a priority at Bannerman Road in 2022-2023.

#### **Data**

Yr. 1 phonics - While phonics data at Yr. 1 has shown a decline for Bannerman, this is the National picture. At present it is 66%, 6% below National. 6 new arrival pupils (with limited English) which impacted heavily on the attainment data. With new arrivals withdrawn, data would show 74%, 2% above National. There is an 8% difference between PP and Non-PP. This gap has closed from a 37% difference. The school will continue to target pupils through QFT and additional intervention in 2022-2023 to reduce the gap.

Yr. 2 phonics – Data stands at 79% with **four** children joining mid-way through Yr. 1 and **two** children joining in Yr. 2 with no or little English which has impacted on attainment. The gap between PP and non-PP has reduced to 2%

Yr. 2 Reading – Pupil premium pupils made good progress through targeted intervention. The gap between % of PP and non-PP is 6% which has closed by 15%

Yr. 6 reading – the % of PP children achieving expected rose from 39% to 55% showing a 16% increase.

#### **Further develop quality first teaching through development of CDP - metacognition and cognitive load theory**

CPD of metacognition has had a continued impact with teachers having a secure understanding and implementing in lessons through the TEEP learning cycle. Continued CPD has been delivered using EEF recommendations. Teachers continue to consider metacognition and cognitive load theory when planning and teaching lessons. There continues to be increasing evidence of modelling of concepts and chunking learning. The implementation of 'think 5' has supported pupils to apply their metacognition skills and to self-regulate.

#### **Accelerate progress through intervention**

Interventions have supported pupil progress, and this is shown through data (see above). Bannerman are using the EEF recommendations of effective TA deployment and have reviewed interventions and now only apply interventions that are research based.

#### **To increase attendance of PP children, in particular persistent absence**

Covid is still having a significant impact on the attendance at Bannerman Road. Many Bannerman families haven't seen their families who live in their homeland for two years. With elderly parents and relatives abroad, many families made the decision to visit home. As their home country is a of substantial distance, families were taking 2-3 weeks. The school worked with the parents and advised about the impact on their child's education. To support further with attendance, Bannerman have employed a pastoral Lead to closely monitor and work with families.

The gap between PP and non-PP attendance has reduced, and there is no longer a significant gap.

#### **To support children and families feel part of the school community**

Pupils have continued to access a range of visits and visitors to widen their experiences (Cultural capital learning journey map). The visits and visitors have allowed children to have first-hand experiences which support children understanding, make connections and transferring to long term memory.

Four Thrive practitioners continue to deliver thrive interventions – thrive screening shows their progress. Continued CPD is available for all teachers to develop their practise and understanding of Thrive to further support children and time is given for teachers to assess and reflect on pupils against thrive criteria. As a result, whole class Thrive data shows that all classes have made progress. Our family support worker continues to support families.

Housing is the biggest area of need as more families are being evicted and having to access emergency accommodation. The family support worker has supported 98 families and hosted fortnightly coffee morning to support families. For example mental well-being, house workshops, reduction of energy bills workshop, internet safety.

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## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
School based tutoring	Vision

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*