

Pupil premium strategy statement – Bannockburn Primary School

This statement details our school's use of pupil premium (and recovery 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	856
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023/2024 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Rachel Ford
Pupil premium lead	Nicola Dalton
Governor / Trustee lead	Siobhan Chapman, Petra Handoca and Joshu Ayodele

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 216,080
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£216,080

Part A: Pupil premium strategy plan

Statement of intent

At Bannockburn Primary School we have high aspirations and ambitions for our children and we believe that there are no limits to what our children can achieve and that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure. We are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect.

Our school Vulnerability Index shows on average 35% of children with at least three barriers to their learning. We are determined to ensure whatever barriers children may have, we support them to overcome them and make good progress. Our school motto "Growing Together, Learning for Life" reflects our high expectations of the whole school community and we aim to be an optimistic school in every respect

Bannockburn Primary School is located in the Royal Borough of Greenwich. Greenwich was in the bottom quartile of local authorities for income deprivation in 2019. Most of our school community lives in Plumstead and Abbey Wood. These are both within the lowest two quintiles of national deprivation. We use this knowledge to advise all of our approaches to supporting our children. Our School Development Plan highlights three priorities. These are all encompassed in the three tiers of the approaches recommended to implement in using Pupil Premium funding.

Priority 1- Opportunities for further COLLABORATION to develop creativity, innovation and a collegial outward facing approach.

We aim to ensure that our school values and actions consistently support and enhance the positive development of our school community.

Priority 2 - Effective systems and LEADERSHIP that develop the whole school community through meaningful opportunities that empower, upskill and inspire. Inspired by a clear vision, we aim to make a positive difference to the school community through shared ethos, wellbeing priorities, effective systems and an adaptive approach.

Priority 3- Rich and diverse LEARNING EXPERIENCES that reflect our school community and enhance our curriculum.

We aim to ensure that children are inspired by a broad curriculum, enhanced through valuable experiences that draw upon interrelationships between areas of enquiry and expression, while aspiring for every pupil to attain the highest possible standards.

Our Objectives

We use the pupil premium money using a three-tiered approach:

1. Improving teaching

2. Providing targeted academic support
3. Using wider strategies to overcome barriers to learning, in particular improving Wellbeing.

Challenges

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

Challenge number	Detail of challenge
1	Poor oral/literacy skills and lack of reading opportunities
2	Low attendance
3	Ensuring teaching consistency ensures accelerated progress
4	Low level of attainment on entry and filling in the gaps in prior learning.
5	Wellbeing (including social, emotional and mental health issues)
6	Opportunities and experiences

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. All teaching to be good or better in whole class teaching and interventions, and assessment information is used by staff to target and close the gap.	<ul style="list-style-type: none"> ● All teaching and interventions are recorded as good or better ● Attainment of pupil premium pupils is in line with or above national at end of KS2 and KS1 ● Gaps in attainment between pupil premium and non-pupil premium pupils are narrowed or closed ● There is an increased % of pupil premium children working above national
2. There is effective support in place to support children's wellbeing (including social, emotional and mental health needs)	<ul style="list-style-type: none"> ● Pastoral care and provision maps reflect the support in place to meet children's identified needs. ● Monitoring and tracking shows impact of support

	<ul style="list-style-type: none"> ● Behaviour and exclusion data show impact of effective pastoral care. ● Feedback from teachers, children and parent/ carers.
3. Improved monitoring and targeting of pupil premium pupils for attendance.	<ul style="list-style-type: none"> ● Attendance of pupil premium pupils is in line with or better than national benchmarks ● There is a reduction in persistent absentees

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: £34,186

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring the quality of teaching is good or better	<ul style="list-style-type: none"> ● Research shows that within-school variance can have a negative effect on progress, especially for disadvantaged pupils. ● Previously internal school evidence has shown that lesson study has been very effective in developing teachers' practice. ● Current teaching data is 95% good+. 	3, 4
Subject specialists provide high quality provision in MFL, Drama, Music.	<ul style="list-style-type: none"> ● Raising the quality of teaching for all pupils through the use of subject specialists ● Increasing children's language and communication skills through music. 	1, 3, 4, 6

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

Budgeted cost: £129,353

Activity	Evidence that supports this approach	Challenge number(s) addressed
To increase rates of progress and to close any gaps between pupil premium and non-pupil premium pupils	<ul style="list-style-type: none"> • Learning mentors work with pupils to raise their aspirations, support them in accessing the curriculum and ensure they achieve their full potential through a range of targeted support and evidenced based interventions • The mentoring process allows space and time for children to think and reflect through a range of 1:1 support, groups support, therapeutic interventions or classroom support. 	2, 5
Speech and Language/ Communication support	<ul style="list-style-type: none"> • SaLT and SaLTA's work with children to support them accessing their learning and achieve maximum potential through individualised interventions and plans. 	1, 3, 4, 5
Social Communications though ASD Outreach	<ul style="list-style-type: none"> • ASD specialists work with children on the pathway to diagnosis to support them accessing their learning and achieve maximum potential through individualised interventions and plans. 	1, 3, 4, 5
Educational Psychologists	<ul style="list-style-type: none"> • Educational psychologists use their training in psychology and knowledge of child development to assess difficulties children may be having with their learning. • They provide advice and training on how schools might help children to learn and develop. They recommend methods, or develop strategies in partnership with schools, to help a child learn more effectively. Strategies may include teaching approaches, improvements to 	3, 4, 5

	learning environments, advice on curriculum materials and behaviour support.	
Assistant Educational Psychologists	<ul style="list-style-type: none"> Assistant educational psychologists (AEP) have specialist knowledge about how children learn. They use this analysis to identify learning, social and behavioural issues that impede children's learning. <p>The AEP:</p> <ul style="list-style-type: none"> delivers training to staff to develop expertise within the school <p>implement psychological interventions and support the work of the EP for specific children with special educational needs</p> <p>screen for anxiety and working memory, undertake classroom observations and assessments, writing up case notes, helping school staff to implement 'Quality First Teaching' for students that the EP has seen.</p> <p>To provide psychological assessments and reports for children from across all ability levels. To deliver programs that enhance the development of the school, deliver staff training on their application and assist the senior leadership team in evaluating their impact.</p> <p>Essential support for the EHCP application process.</p>	1, 3, 4, 5

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

Budgeted cost: £52,541

Activity	Evidence that supports this approach	Challenge number(s) addressed
LAMDA	<ul style="list-style-type: none"> Communication Skills Increased Confidence Oracy Skills – Speak And Listen. Engage In Constructive Conversation Cognitive Skills Work Well Individually And As Part Of A Team 	1, 2, 5, 6

	<ul style="list-style-type: none"> ● Performance Skills ● Engage In Constructive Informal Conversation ● Verse And Prose ● Performance Skills 	
Speech Bubbles	<ul style="list-style-type: none"> ● EYFS/ KS1- Using drama, play and stories to help children aged 5-7 develop confidence, communication and creativity ● A weekly programme , designed to give young children an opportunity to have fun telling stories and acting them out. The programme has a particular emphasis on supporting children to gain confidence and develop their physical and verbal communication skills. ● Four groups of 10 referred children - each session lasting between 40 and 45 mins. ● CPD for all EYFS and KS1 staff. 	1, 2, 5, 6
CAMHS	<ul style="list-style-type: none"> ● A CAMHS specialist comes into school and works alongside teachers and parents/carers to support children at home and in school. They also identify severe or complex needs requiring more specialist intervention, assessment (which may lead to treatment at a different tier). ● CAMHS deliver training to staff to develop expertise within the school and support early identification of needs ● To develop home school partnerships ● Work with families at crisis point ● To enhance the ability of the school to meet children's individual needs ● Ensure children make very good progress every day. Narrow the gap between least able and averaging achieving peers. ● A CAMHS specialist comes into school and works alongside teachers and parents/carers to support children at home and in school. They also identify severe or complex needs requiring more specialist intervention, 	2, 5, 6

	assessment (which may lead to treatment at a different tier).	
Coaching Through Drama/ Life skills	<ul style="list-style-type: none"> Supporting communication skills, mental health and wellbeing, regulation and reflecting skills for children in Years 3-6. 1:1, paired, small group and whole class support. 	2, 5, 6
Bereavement and Loss Mentor	<ul style="list-style-type: none"> Supporting children who have had a close family bereavement, family breakdown, parental separation/ divorce 1:1, paired and small group 	2, 5, 6
Children's attendance is above national and there is a reduction in persistent absence	<ul style="list-style-type: none"> Our attendance officers contribute to raising achievement by improving school attendance. They provide specialist support to assist the school in meeting their obligations and targets in relation to school attendance, especially persistent absence. Current attendance 96% 	2
Families are supported and there is an increase in parent and pupil engagement in education	<ul style="list-style-type: none"> The role of our Attendance and Welfare Administrator is to assist in tackling underachievement by working in partnership with families, parents, carers and pupils in school to enable pupils to have full access to educational opportunities and overcome barriers to learning and participation. Targeting / supporting parents has been a successful intervention for us in previous years. Parent Gym is a programme made up of six two-hour sessions, with 'missions' to complete between sessions. The Parent Gym programme has been designed by leading psychologists, drawing on parenting research. 	2
School Milk	<ul style="list-style-type: none"> School milk is an important part of a child's diet. Milk provides a number of health benefits and social opportunities that ensure 	5, 6

	<p>children get the most out of their school day.</p> <ul style="list-style-type: none"> • Breakfast bars and fruit provided for children when needed. 	
Interpreter Service	<ul style="list-style-type: none"> • Interpreters facilitate effective communication between families, school and outside agencies • Approx 16 visits • Currently 44 languages spoken in the school community. 	1, 5
Travel	<ul style="list-style-type: none"> • Travelling costs are met to ensure that parents can attend events or meetings 	6
Wrap Around Care/ECC/Trips	<ul style="list-style-type: none"> • Evidence shows that breakfast clubs can have an impact on pupil wellbeing and progress and attendance at school. • Clubs/Trips have an important role to play in enriching the curriculum it's about widening horizons, having boosting children's self-esteem and self-confidence, a chance to succeed in a different area and learn new skills 	2, 5, 6

Total budgeted cost: £216,080

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We are on target to achieve the outcomes of our strategy.

We continue to target attendance as a priority.

Pupil Premium Gaps analysis (a gap +/- 9 is significant)

Year 1	Start Year 1 - Autumn Year 1 (cohort = 116 children)					Year 2	End of Year 1- Autumn Year 2 (cohort = 110 children)				
	R	V	M	S	RVMS		R	V	M	S	RVMS
PP (13)	5.8	5.0	6.5	7.5	6.1	PP (13)	7.5	8.4	7.5	6.8	7.8
Non PP (103)	6.8	5.9	6.9	7.8	6.8	Non PP (97)	9.5	10.0	8.8	7.4	10.3
Gap	-1.0	-0.9	-0.4	-0.2	-0.7	Gap	-1.9	-1.6	-1.3	-0.6	-2.5
Year 3	Milestones Progress End of KS1 - Autumn Year 3 (cohort = 112 children)					Year 4	Milestones Progress End of Year 3- Autumn Year 4 (cohort = 106 children)				
	R	V	M	S	RVMS		R	V	M	S	RVMS
PP (19)	7.4	8.5	7.6	10.6	7.9	PP (19)	7.1	5.8	7.2	7.2	7.0
Non PP (93)	8.5	8.1	7.5	10.8	8.0	Non PP (87)	9.8	8.3	8.7	8.3	8.9
Gap	-1.1	0.3	0.1	-0.2	-0.1	Gap	-2.7	-2.4	-1.5	-1.1	-1.9
Year 5	Milestones Progress End of Year 4 - Autumn Year 5 (cohort = 118 children)					Year 6	Milestones Progress End of Year 5 - Autumn Year 6 (cohort = 109 children)				
	R	V	M	S	RVM		R	V	M	S	RVM
PP (19)	10.3	6.7	7.5	7.7	8.1	PP (27)	5.8	3.4	7.0	5.9	5.4
Non PP (99)	12.2	8.9	11.3	11.3	10.8	Non PP (82)	6.9	5.9	8.0	7.1	7.0
Gap	-1.9	-2.2	-3.9	-3.6	-2.7	Gap	-1.1	-2.5	-1.0	-1.2	-1.6

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Educational Psychologist	EdPsychs
Assistant EP's	EdPsychs
CAMHS	NHS
Coaching Through Drama	Independent Provider
LAMDA	London Academy of Music and Art

Speech Bubbles	Speech Bubbles
Love To Communicate	Love To Communicate
Social Comms	ASD Outreach- NHS

Service pupil premium funding (optional)

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

How our service pupil premium allocation was spent last academic year

--

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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.