



## Pupil Premium Statement 2024-2025

*This statement details the strategic use of our Pupil Premium Grant (PPG). It outlines our current three-year strategy for improving the attainment of disadvantaged pupils and provides a review of the impact and outcomes achieved with the funding during the last academic year.*

### Statement of intent

Pupil Premium is extra money given to the school by the government to help children from lower-income families or those who have been in care, to ensure they get the best possible education and reach their full potential. At Banks Lane we aim to use this money to help to close the "gap" in learning that can sometimes exist between disadvantaged children and their classmates.

At our school we believe every child deserves the best chance to succeed, no matter their background. Our main goal for children who receive Pupil Premium support is to ensure they all make great progress and achieve highly in every subject, even those who are already excelling!

We also know that things like worries or difficult experiences can affect a child's learning. That's why it's a top priority for us to understand and help with any social or emotional challenges a child might be facing, including safeguarding concerns. By supporting their wellbeing, we help make sure every child is ready to reach their full potential.

### Banks Lane Funding Overview:2024-2025

Our approach to Pupil Premium spending is based on the **three-tiered framework** recommended by the Education Endowment Foundation (EEF) to ensure the funding is used effectively. This strategy is designed to address the key challenges identified among our disadvantaged pupils by focusing on:

- High-Quality Teaching:** High-quality teaching is at the heart of our approach, with a focus on areas in which 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 (EEF Guide to Pupil Premium).
- Targeted Academic Support:** We provide specific academic support. We also offer focused support, such as phonics sessions for our weaker readers, helping them to quickly meet their age-related expectations.
- Wider Strategies:** We understand that things like attendance, behaviour, or emotional wellbeing can impact academic progress, making comprehensive support a vital part of our strategy to ensure all pupils reach their full potential.

School Overview Detail	Data
School name	Banks lane Junior School
Number of pupils in school	352
Proportion (%) of pupil premium eligible pupils	22% (77 pupils)
Academic year that our current pupil premium strategy plan covers	2021- 2025
Date this statement was published	December 2021
Date on which it will be reviewed	April 2025
Statement authorised by	Ed Milner (Headteacher) Helen Timperley (Business Manager)
Pupil premium lead	Nicola Windas
Governor	Judith Patel/ Jonathan Vali



## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121, 415
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£121, 415</b>

## Pupil Premium Strategy Plan: Part A

### **Challenges:**

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

Challenge number	Detail of challenge
1. SEMH	Through rigorous analysis of pupil data, classroom observations, and crucial dialogue with families, we have identified that Social, Emotional, and Mental Health (SEMH) difficulties pose a major challenge. These challenges are especially prevalent for some of our disadvantaged pupils, directly impacting their ability to focus, engage, and ultimately, hinder their attainment.
2. Early reading Writing attainment 'Gaps' identified in Year groups	Rigorous analysis of our internal assessment data each term highlights attainment challenges among our Pupil Premium cohort: <ul style="list-style-type: none"><li>Years 3 &amp; 5: Disadvantaged pupils in these year groups are achieving outcomes that are below the national average in the core subjects of Reading, Writing, and Mathematics.</li><li>A key area for development, identified during our recent Ofsted inspection, is the inconsistency in pupils' ability to transfer and apply phonic knowledge. We recognise this as a specific barrier that is currently hindering progress, particularly in early Key Stage 2, and are making it a priority in our strategy.</li></ul>
3. Enrichment opportunities	Research indicates that the limited access to enrichment opportunities is restricting the cultural capital of our disadvantaged pupils. This is a key challenge that negatively impacts disadvantaged pupils' overall engagement and attainment outcomes. We aim to act early by organising resources and support, the moment a need is identified, in order to prevent academic and social difficulties from becoming fixed.



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## 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
Improve reading, writing and maths attainment for disadvantaged pupils for the 2022 cohort.	Internal assessment data for the 2022 cohort show an increase in outcomes by 10-20% by 2024/25.
Improve writing attainment among disadvantaged pupils at the end of KS2.	Statutory assessment data shows that disadvantaged pupils exceed the national average in writing.
Sustained maths attainment for disadvantaged pupils at the end of KS2.	Statutory assessment data shows that disadvantaged pupils exceed the national average in maths.
Sustained reading attainment among disadvantaged pupils at the end of KS2.	Statutory assessment data shows that disadvantaged pupils exceed the national average in reading.
To achieve and sustain improved wellbeing for all pupils in school, particularly for disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"><li>qualitative and quantitative data from pupil voice, pupil, zones of regulation and parent surveys and teacher observations.</li></ul>
To achieve and improve opportunities for enrichment, particularly for disadvantaged pupils.	An increase in participation in enrichment activities, particularly among disadvantaged pupils.



## Activity in this financial year

This details how we have spent our pupil premium this financial year to address the challenges listed above.

### Teaching

Budgeted cost £29,865

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Continue to enhance quality first teaching for reading- a whole class reading approach. Continue monitoring vocabulary, subject study days to monitor reading and termly professional development during staff meeting contact time. Continue to embed pre-read sessions for less able readers.</i></p> <p><i>Continue to use robust reading assessment tools: YARC (York Assessment of Reading for Comprehension) to identify gaps to put targeted intervention in place. Protect time to carry out YARC assessments twice a year.</i></p> <p><i>Apply phonics training appropriately and develop routines for teaching phonics consistently (Read, Write, Inc). External training: CLPE phonics. Weekly phonics lessons and comprehension lessons. Phonic reflection overview for teachers to make links and use in the classroom.</i></p> <p><i>Continue to embed 'The Place Value of Punctuation and Grammar' (Grammarsaurus) to enhance quality first teaching for writing. Implementation of a weekly Grammar timetable &amp; grammar mats for each year group. Implementation of weekly correct, combine, extend tasks and look, cover, say, write, check tasks.</i></p>	<p>Ofsted " The school fosters a love of reading. A comprehensive reading programme underpins the curriculum. Through this, all pupils have access to high-quality reading texts. This links to a strong focus, across all subjects, on the explicit teaching of vocabulary."</p> <p>Consistency of statutory assessment data:</p> <p>The impact of our quality first teaching and targeted strategy is clearly evidenced in the latest statutory assessment data <b>2024-2025</b>. Our disadvantaged pupils significantly exceeded the national average in all core subjects:</p> <ul style="list-style-type: none"> <li>• Reading: 80% Achieved the Expected Standard (a 20% gap above the National Average for disadvantaged pupils).</li> <li>• Writing: 67% Achieved the Expected Standard (nearly 10% above the National Average for disadvantaged pupils).</li> <li>• Mathematics: 87% Achieved the Expected Standard (nearly 30% above the National Average for disadvantaged pupils).</li> </ul> <p>The impact of our quality first teaching and targeted strategy is clearly evidenced in statutory assessment data <b>2023-2024</b>. Our disadvantaged pupils significantly exceeded the national average in core subjects:</p> <ul style="list-style-type: none"> <li>• Reading: 76% Achieved the Expected Standard (nearly 20% gap above the National Average for disadvantaged pupils).</li> <li>• Mathematics: 71% Achieved the Expected Standard (10% above the National Average for disadvantaged pupils).</li> </ul> <p>The impact of our quality first teaching and targeted strategy is clearly evidenced in statutory assessment data <b>2022-2023</b>. Our disadvantaged pupils exceeded the national average in core subjects:</p>	<p>2</p> <p>£1915</p> <p>£2120</p> <p>£1490</p> <p>£500</p> <p>£8258</p> <p>£599</p>



<p>Lesson study/a teacher research group is a strategic, whole-school professional development model to ensure staff are highly skilled and knowledgeable, guaranteeing the delivery of a high-quality curriculum for all pupils. <i>Protect time to carry out lesson study once a year. Professional development during staff meeting contact time to develop explicit teaching using examples and non examples.</i></p> <p>The pupil premium lead. <i>All staff track and monitor the progress, attainment through analysis during Pupil Progress Meetings each term to ensure that all teaching approaches and interventions are well implemented to ensure the most impact and chance of success. Wellbeing of all pupils and early help is in place to support the most vulnerable of pupils, including disadvantaged pupils.</i></p>	<ul style="list-style-type: none"><li>• Reading: 71% Achieved the Expected Standard (nearly 10% gap above the National Average for disadvantaged pupils).</li><li>• Writing: 62% Achieved the Expected Standard (nearly 10% above the National Average for disadvantaged pupils).</li><li>• Mathematics: 57% Achieved the Expected Standard (Inline with the National Average for disadvantaged pupils).</li></ul> <p><a href="#">Effective Professional Development   EEF</a></p> <p><a href="#">The reading framework - GOV.UK</a></p> <p><a href="#">Read Write Inc. Phonics and Fresh Start - trial   EEF</a></p> <p><a href="#">Grammar and syntax   EEF</a></p> <p><a href="#">Guidance Report IMPROVING LITERACY IN KEY STAGE 2</a></p> <p><a href="#">Lesson Study - trial   EEF</a></p> <p><a href="#">The EEF Guide to the Pupil Premium—Autumn 2021</a></p> <p><a href="#">A School's Guide to Implementation   EEF</a></p>	<p>£223</p> <p>1, 2, 3 £2750</p> <p>£12, 010</p>
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## Targeted academic support

Budgeted cost £55, 678

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tutoring</p> <p><i>Additional hours have enabled small-group maths tutoring, led by a teaching assistant, to take place twice weekly, specifically targeting the 2022 disadvantaged pupil cohort.</i></p>	<p>Internal data indicates that targeted academic support (small group maths tutoring) in mathematics has led to a significant uplift in attainment among disadvantaged pupils, with Age Related Expectations increasing from 38% in 2022 to 57% in 2025—a notable improvement over three years.</p> <p><a href="#">Small group tuition   EEF</a></p> <p><a href="#">Teaching Assistant Interventions   EEF</a></p>	2 £770
<p>1-1 reading.</p> <p><i>Across the school, support staff are strategically deployed to provide daily one-to-one reading sessions where possible, with a particular focus on disadvantaged pupils and early readers.</i></p> <p>Phonics and comprehension support.</p> <p><i>A specialist HLTA delivers targeted phonics and comprehension interventions for early readers and pupils reading below Age Related Expectations, typically in one to two sessions per week. These interventions are overseen and coached by the Deputy Headteacher and the reading lead, to ensure consistent high-quality delivery and measurable impact</i></p>	<p><a href="#">The reading framework</a></p> <p><a href="#">One to one tuition   EEF</a></p> <p><a href="#">Oral language interventions   EEF</a></p> <p>According to statutory assessment data, disadvantaged pupils at our school have exceeded national averages in all core subjects—most notably in reading—highlighting the effectiveness of our targeted support strategies.</p> <p><a href="#">Small group tuition   EEF</a></p> <p><a href="#">Teaching Assistant Interventions   EEF</a></p> <p><a href="#">Read Write Inc. Phonics and Fresh Start - trial   EEF</a></p>	2 £7638
<p>Teacher led and Teaching Assistant led intervention and small group support.</p> <p><i>Through robust assessment strategies, including 'Can You Still' checks and effective marking, ensures teachers are able to identify pupils requiring</i></p>	<p>Ofsted (2024) stated: "The school swiftly identifies pupils with SEND. Staff get to know pupils before they join the school. This allows them to provide any additional help that pupils may need to settle in successfully. Staff across the school are informed about the additional needs of pupils with SEND. They adapt learning activities so that pupils progress well through the curriculum".</p>	2



<p>support within each lesson. Weekly pre-read groups are provided to strengthen early reading skills, while adaptive teaching ensures that additional help is available to meet individual learning needs.</p> <p>Across year 3 we have an additional Teaching Assistant who provides support and additional capacity to ensure that support is provided for pupils.</p>	<p><a href="#">Small group tuition   EEF</a>  <a href="#">Teaching Assistant Interventions   EEF</a></p>	<p>£25,000  £22,000</p>
<p>Purchase of additional resources, including Grammarsaurus, TT rockstars and the Literacy Shed. Grammarsaurus lessons are timetabled weekly throughout the school. TT rockstars accounts are set up for all children and homework is set for times tables. Times tables are tested throughout the school weekly.</p>	<p>Statutory assessment data shows that disadvantaged pupils at our school have significantly outperformed the national average in Grammar, Punctuation and Spelling (GPS), with 80% achieving the Expected Standard.</p> <p>Statutory assessment data from the Year 4 Multiplication Tables Check indicates that pupil performance is above the National Average, with 21% of pupils scoring above the expected standard, compared to the national figure of 20%. Additionally, the proportion of pupils achieving full marks is in line with the National Average, demonstrating strong fluency and recall of multiplication facts.</p>	<p>2  £270</p>

## Wider strategies

**Budgeted cost £43, 898**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Non-class based SENDco and a SEND Learning Mentor.</p> <p>ELSA (Emotional Literacy Support Teachers) work with children and families offering Social, Emotional, Mental Health support. Staff use the Zones of Regulation in all classrooms to help pupils identify their emotions and to quickly spot those who may need early support with wellbeing. Pupil voice and audits to monitor the use of Zones Of Regulation take place throughout the year.</p> <p>Registered Educational Mental Health Practitioner (EMHP) from Stockport Mental Health Support Team (MHST)</p>	<p>Ofsted (2024) stated "Pupils are happy at this warm and caring school. They feel well looked after and appreciate the support that is offered to them by the school."</p> <p>Across school, children regulate their emotions using the zones of regulation. Each classroom has an interactive zone of regulation display. Staff check in with children, including Pupil Premium children each morning and afternoon.</p> <p><a href="#">Self-regulation strategies   EEF</a>  <a href="#">Social and emotional learning   EEF</a>  <a href="#">School and college staff wellbeing: evidence from England, the UK and comparable sectors</a></p>	<p>1, 2, 3</p>



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<p><i>EMHP offers weekly targeted support and guidance for individual pupils and small groups. Staff training during meetings, offering clear guidance on when and how to refer pupils to the service. Whole-class wellbeing workshops, delivered across all year groups, to promote positive mental health and emotional resilience throughout the school.</i></p>		£7638
<p><b>Wellbeing groups.</b> <i>Weekly wellbeing sessions are delivered for identified vulnerable pupils, including those who are disadvantaged. Trained staff create a safe space for pupils to share worries, followed by reflective, engaging activities. New staff observe experienced wellbeing staff to develop their practice.</i></p>	<p>Ofsted (2024) stated "Pupils are happy at this warm and caring school. They feel well looked after and appreciate the support that is offered to them by the school."</p> <p><b>Wellbeing Group Participation and Impact:</b></p> <ul style="list-style-type: none"><li>• 75% of disadvantaged pupils in Year 3 take part in wellbeing groups.</li><li>• 33%-44% of disadvantaged pupils in Years 4-6 also participate regularly.</li></ul> <p>Monitoring and pupil voice feedback show positive impact, with one pupil commenting:</p> <p><i>"You can say what your worry is and it just pops out."</i></p> <p><a href="#"><u>Social and emotional learning   EEF</u></a> <a href="#"><u>School and college staff wellbeing: evidence from England, the UK and comparable sectors</u></a></p>	1, 2, 3



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<p>Non class based learning mentor/Young Carer Lead.. One-to-one and small group support for pupils needing emotional, social, or behavioural guidance. Supporting pupils with issues such as low self-esteem, anxiety, friendship difficulties, or challenges at home. Delivering early help by identifying needs at the earliest stage and responding quickly with targeted interventions. Attending and contributing to safeguarding, Early Help, and multi-agency meetings, sharing relevant information to ensure coordinated support for pupils and families. Responding to police notifications (e.g. Operation Encompass) by checking in with pupils who may have been involved in or affected by domestic incidents, ensuring they feel safe and supported. Acting as a trusted adult, building positive relationships with pupils and offering a safe space to talk. Working closely with teaching staff, parents, and external agencies. Promotion of anti-bullying campaign and a whole school assembly. Launch of competition for anti-bullying. Launch of 'kindness' box to promote and recognise those acts of kindness, Young Carers lead. Talking to families and directing staff.</p>	<p>Ofsted (2024) "Pupils are happy at this warm and caring school. They feel well looked after and appreciate the support that is offered to them by the school."</p> <p><a href="#">Parental engagement   EEF</a></p> <p><a href="#">Mentoring   EEF</a></p> <p><a href="#">Support for young carers</a></p> <p><a href="#">United Against Bullying Plus</a></p> <p><a href="#">What is early help? Concepts, policy directions and multi-agency perspectives</a></p>	<p>1, 2, 3</p> <p>£30,000</p>
<p>Enrichment</p> <p>Funded music lessons and musical instruments. Books purchased for disadvantaged children for author visit. Purchased uniform. Every Year 3 pupils receive a tie in their induction pack.</p> <p>Residential visits subsidised.</p> <p>Breakfast club funded for some pupils, including disadvantaged pupils.</p>	<p>Ofsted (2024) stated "Pupils flourish in their leadership responsibilities, including acting as Spanish ambassadors, 'nature ninjas' or members of the school parliament. A number of educational visits enrich pupils' learning across the curriculum. Pupils enjoy attending a wide range of after-school clubs, including bingo, street dance and learning to play instruments such as the ukulele."</p> <p>Educational Visits and Residential Participation (Including Disadvantaged Pupils):</p> <p>Disadvantaged pupils are well represented on school trips and residential, reflecting strong engagement and the school's commitment to equitable access to enrichment.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p> <p><a href="#">School uniform   EEF</a></p>	<p>1&amp;3</p> <p>£2653</p>



<p>Purchase of CPOMS (software). Staff received training during a staff meeting on how to create and action incidents or notes of concern, ensuring all staff are confident in recording and responding to safeguarding and wellbeing issues appropriately. SLT meet every week to monitor and action concerns.</p>	<p><a href="#">Parental engagement   EEF</a> <a href="#">United Against Bullying Plus</a> <a href="#">What is early help? Concepts, policy directions and multi-agency perspectives</a></p>	<p>1, 2 , 3 £1125</p>
<p>Attendance The Attendance Team meets fortnightly to monitor individual pupil attendance and implement targeted interventions where needed, ensuring early action to support improved attendance and engagement. Whole-class attendance is celebrated weekly, with the highest attending class receiving a reward. At the end of the year, the class with the best overall attendance enjoys a special treat. Pupils who achieve 100% attendance across the year are also recognised and rewarded for their commitment.</p>	<p>OFSTED (2024) stated "The school has taken appropriate steps to improve pupils' rates of attendance. It carefully scrutinises attendance information so that any trends or patterns are identified. The school works closely with parents and carers to ensure that pupils who are often absent are supported to increase their attendance levels. As a result, most pupils typically attend school well." <a href="https://eef.dev/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils">https://eef.dev/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils</a></p>	<p>1, 2 , 3 £2482</p>

**Total budgeted cost: £129, 441**

#### Externally provided programmes

Programme	Provider
Phonics in a Rich Reading Curriculum	CLPE staff training
5 Ways to Wellbeing	Registered Educational Mental Health Practitioner (EMHP) from Stockport Mental Health Support Team (MHST)
ELSA (Emotional Literacy Support Teachers)	Stockport Local Authority
'The Place Value of Punctuation and Grammar	Grammarsaurus



## Part B: Review of the previous academic year

### Data overview: Disadvantaged cohort 2024-25

#### Pupil Premium

	EXS		GDS	
	BLJS	National	BLJS	National
Reading	80%	60%	40%	
Writing	67%	58%	7%	
Maths	87%	59%	20%	
GPS	80%		20%	
RWM combined	53%	44%	7%	

#### 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	Impact and Review
Improve reading, writing and maths attainment for disadvantaged pupils for the 2022 cohort.	Internal assessment data for the 2022 cohort show an increase in outcomes by 10-20% by 2024/25.	<p>Internal data shows that targeted academic interventions, including small group maths tutoring, have had a significant impact on attainment among disadvantaged pupils over a three-year period:</p> <ul style="list-style-type: none"> <li>Mathematics: Age-Related Expectations (ARE) increased from 38% in 2022 to 57% in 2025 – a 20% improvement.</li> <li>Reading: ARE rose from 37% in 2022 to 57% in 2025 – also a 20% increase.</li> <li>Writing: ARE improved from 37% in 2022 to 48% in 2025, reflecting a 10% increase.</li> </ul>



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		<p>These outcomes highlight the positive effect of sustained, targeted support, particularly in maths and reading, for disadvantaged learners.</p>
Improve writing attainment among disadvantaged pupils at the end of KS2.	Statutory assessment data shows that disadvantaged pupils exceed the national average in writing.	<p>The impact of our quality first teaching and targeted strategy is clearly evidenced in the latest statutory assessment data <b>2024-2025</b>. Our disadvantaged pupils significantly exceeded the national average in all core subjects.</p> <ul style="list-style-type: none"><li>• Writing: 67% Achieved the Expected Standard (nearly 10% above the National Average for disadvantaged pupils).</li></ul>
Sustained maths attainment for disadvantaged pupils at the end of KS2.	Statutory assessment data shows that disadvantaged pupils exceed the national average in maths.	<p>The impact of our quality first teaching and targeted strategy is clearly evidenced in the latest statutory assessment data <b>2024-2025</b>. Our disadvantaged pupils significantly exceeded the national average in all core subjects:</p> <ul style="list-style-type: none"><li>• Mathematics: 87% Achieved the Expected Standard (nearly 30% above the National Average for disadvantaged pupils).</li></ul>
Sustained reading attainment among disadvantaged pupils at the end of KS2.	Statutory assessment data shows that disadvantaged pupils exceed the national average in reading..	<p>The impact of our quality first teaching and targeted strategy is clearly evidenced in the latest statutory assessment data <b>2024-2025</b>. Our disadvantaged pupils significantly exceeded the national average in all core subjects:</p> <ul style="list-style-type: none"><li>• Reading: 80% Achieved the Expected Standard (a 20% gap above the National Average for disadvantaged pupils).</li></ul>



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To achieve and sustain improved wellbeing for all pupils in school, particularly for disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"><li>qualitative and quantitative data from pupil voice, pupil, zones of regulation and parent surveys and teacher observations.</li></ul>	Disadvantaged children are well represented across our School Parliament, with roles awarded on merit. This reflects the impact of our Pupil Premium strategy and the strong engagement and leadership of the pupils involved.  Ofsted (2024) stated "Pupils are happy at this warm and caring school. They feel well looked after and appreciate the support that is offered to them by the school."
To achieve and improve opportunities for enrichment, particularly for disadvantaged pupils.	An increase in participation in enrichment activities, particularly among disadvantaged pupils.	Ofsted (2024) stated "Pupils flourish in their leadership responsibilities, including acting as Spanish ambassadors, 'nature ninjas' or members of the school parliament. A number of educational visits enrich pupils' learning across the curriculum. Pupils enjoy attending a wide range of after-school clubs, including bingo, street dance and learning to play instruments such as the ukulele." Disadvantaged pupils are well represented on school trips and residential, reflecting strong engagement and the school's commitment to equitable access to enrichment.