



# Bandon Hill Primary School

# **Pupil Premium Strategy**

# **Statement**

Bandon Hill Primary School is part of the Greenshaw Learning Trust.  
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# Pupil premium strategy statement – Bandon Hill Primary

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	442
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023/24 2024/25 <b>2025/26</b>
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Rob Hopkins
Pupil premium lead	Peter Haddock
Governor / Trustee lead	Kamahl Brown

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,359.30
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> )	£-
<b>Total budget for this academic year</b> <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>	£97,359.30

# Part A: Pupil premium strategy plan

## Statement of intent

At Bandon Hill Primary School we follow our 'Dare to Dream' philosophy where every child is supported to develop the characteristics of being Daring, Resilient, Enquiring, Ambitious and Motivated. **Whilst this applies to all children, the focus of this strategy is to remove additional barriers that exist for those families in receipt of the Pupil Premium.**

We aim to mitigate the barriers in our context (low income, access to affordable housing) to access a balanced and stimulating curriculum and cultural enrichment activities. We intend to accomplish the following targets...

- Ensure every child-facing staff member understands the challenge of mitigating the barriers underserved children face and the urgency in which we need to challenge such barriers to ensure the best life outcomes for the children who receive the Pupil Premium.
- Better parity between academic outcomes of children in receipt of the Pupil Premium through a commitment to Quality First teaching approach.
- To take a holistic approach to supporting Pupil Premium children and their families through our Child and Families team.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Lower Progress and Attainment</b> Pupils who are experiencing disadvantage generally make slower progress and have lower attainment outcomes. In 2025 KS2 stats show that the percentage of disadvantaged children reaching the expected or greater depth for combine reading, writing and maths was 54% whilst 86% of non-disadvantaged children achieved the expected and greater depth levels.
2	<b>Attendance</b>

	A number of children who are among our identified disadvantaged children are persistent absentees. Attendance in general is not as strong among some of our disadvantaged children in comparison with their peers. In 2024/25, whole school attendance was at 93.1% whilst under-resourced children had an average attendance rate of 88.7% (94.1% non-PP).
3	<b>Vulnerability</b> Some of the children on CP, CIN or EHAT are in receipt of the Pupil Premium.
4	<b>Children's Wellbeing</b> A number of our children visit our ELSA lead and our Nurture Groups due to requiring pastoral support.

## 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. Increase the progress and then attainment of all children in receipt of the Pupil Premium.	<ul style="list-style-type: none"> <li>For all children who are eligible for Pupil Premium in each year group make at least the same progress as their non-PP peers.</li> <li>For the 'gap' between end of KS1 and KS2 attainment outcomes between disadvantaged and non-disadvantaged is at least matching national and 'alike' schools on GIAS.</li> <li>2025/26 Update: PP to match the attainment outcomes of the national average.</li> </ul>
2. To bring the attendance of all children to be in-line with the expected minimum of 95% plus in the academic year or for those whose attendance is well below the standard, to improve by at least 10% each term.	<ul style="list-style-type: none"> <li>For attendance figures to meet the targets discussed opposite</li> <li>For attendance figures for disadvantaged and non-disadvantaged to match at least national averages by the end of the school year.</li> <li>2025/26 Update: to reduce persistent absence rates among PP children.</li> </ul>
3. To ensure the identified children with the Pupil Premium that have a current S17, S47, EHAT or an attached social worker receive support to ensure their	<ul style="list-style-type: none"> <li>Children are discussed at fortnightly Child and Family meetings and resources are allocated accordingly such as ELSA (see below)</li> </ul>

academic and social progress is not hampered.	
4. Ensure ELSA and Nurture are fully resourced and support our children in receipt of the Pupil Premium with targeted outcomes.	<ul style="list-style-type: none"> <li>• Designated Children receive support in either the nurture group or an ELSA group.</li> </ul>
5. As part of our SIP priority relating to Cultural Capital, all children in receipt of the Pupil Premium share a strong planned series of cultural opportunities across the school year.	<ul style="list-style-type: none"> <li>• Pupil Premiums visits and cultural opportunities take place throughout the year – either PP group-specific or subsidised whole cohort visits/events.</li> </ul>

## 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: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching at all times accessed by every child.</p> <p>Quality first teaching embedded and evidenced by...</p> <ul style="list-style-type: none"> <li>• CPD – Insets, staff meetings, support from Greenshaw Learning Trust Curriculum leads.</li> <li>• Developmental Drop-Ins (DDIs) – Professional Development observations.</li> </ul>	<p>EEF Guide to Pupil Premium states: “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils”.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p> <p>“For good results, good recruitment is the best intervention money can buy. To take a disadvantaged child out of a lesson to receive intervention when that lesson is high quality and mostly free from low level disruption seems counter-productive.”</p>	1

<ul style="list-style-type: none"> <li>• Embedded shared philosophies of teaching – Rosenshine Principles</li> <li>• Recruitment and retention of high quality staff</li> <li>• Teachers to engage with the most up to date thinking from the Maths hub, utilising the in-house expertise of our maths lead.</li> <li>• All subject leaders are supported through Greenshaw Learning Trust Curriculum Leads</li> </ul>	<a href="#">How Quality-First Teaching and High Expectations Benefits All of Our Pupils - TeachWire</a>	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Targeted Interventions (academic) 2025/26 Update: UPS Teachers provide 30-45 minute weekly interventions in Spring and Summer terms to targeted year groups where there is a 10% gap or more between Disadvantaged (Non-SNED) and Non-Disadvantaged (Non-SEND)</li> <li>• Sixth form readers from local grammar school (Wilson's) to do reading sessions with children receiving PP funding.</li> <li>• Booster Groups in Year 6</li> <li>• SALT</li> <li>• OT</li> <li>• Social Skills</li> </ul>	<p>'The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.'</p>	<p>1, 2, 4</p>

<ul style="list-style-type: none"> <li>● Nurture</li> <li>● Breakfast Nurture</li> <li>● ELSA</li> <li>● Wellbeing Lunch Club</li> <li>● Play Therapy</li> <li>● Attention Autism</li> <li>● Spelling Shed</li> <li>● Times Tables Rockstars</li> <li>● IDEL – Dyslexia Programme</li> <li>● Targeted PP support from non-class based teachers</li> </ul>	<a href="#">Teaching Assistant Interventions (Education Endowment Foundation)</a>	
<p>PP Contribution to Learning Partners salaries to ensure support of PP children in all year groups</p>	<p>Research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.</p> <p><a href="#">Making Best Use of Teaching Assistants (EEF)</a></p>	<p>1</p>
<p>Data analysis and Pupil Progress Meetings to monitor progress of children's and plan interventions as a result.</p>	<p>'Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.'</p> <p>Education Endowment Foundation   EEF</p>	<p>1,3,4</p>

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

Budgeted cost: £37,359.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nurture Groups run throughout the day by a dedicated nurture lead and additional adult.</p>	<p>‘There is wide-ranging evidence to suggest that primary nurture groups are a positive form of intervention in supporting primary aged pupils with social, emotional and behavioural difficulties (SEBD) (Cooper and Whitebread, 2007; Reynolds, MacKay and Kearney, 2009; Seth-Smith et al., 2010; Sloan et al., 2016).’</p> <p><a href="#">International Journal of Nurture Education 2023</a></p>	<p>3</p>
<p>ELSA lead works with PP children with emotional and social needs throughout the day.</p>	<p>‘The research completed indicates ELSA training was effective in helping teaching assistants work with children to develop their emotional literacy, according to both the ELSAs themselves and in the view of SENCOs and Head teachers.’</p> <p><a href="#">Investigation into the Effectiveness of Emotional Literacy Support Assistants (ELSAs) in Schools (2015)</a></p>	<p>4</p>
<p>Leadership team member acts as attendance officer, monitoring and supporting families to have strong levels of attendance – primary focus on disadvantaged children linked with 2025/26 SIP.</p>	<p>Attendance is particularly important for disadvantaged pupils who are at greater risk academically and personally. And yet disadvantaged pupils often face a range of challenges that contribute to lower attendance compared to their more advantaged peers. These challenges are interconnected and can create barriers to consistent school attendance.</p>	<p>2</p>

	Raising the attendance of disadvantaged pupils – Education Conferences UK 2023	
Supporting families with the cost of school uniforms		2, 5
Introduce extra-curricular club places with school clubs for Pupil Premium children.	Participation in extra-curricular activities has been found to have a positive association with educational aspirations. <a href="#">An Unequal Playing Field: Extra Curricular Activities, Soft Skills and Social Mobility DfE</a>	1, 5
Introduce subsidised school visits for children in receipt of the Pupil Premium.	The importance of cultural and arts opportunities to support the wider learning of pupil premium students. Schools can have a role in enhancing cultural capital to remove barriers to accessing and understanding the wider curriculum.  <a href="#">Culture, Creativity and Narrowing the Gap – using pupil premium to enrich cultural education</a>	1, 5

**Total budgeted cost: £97,359.30 + (£0 Recovery Premium)**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The end of KS2 attainment results in the 2023/24 academic year were as follows...

The combined percentage of children achieving the expected standard in reading, writing and maths for disadvantaged pupils at Bandon Hill Primary School was 38% (44% nationally) whilst the overall attainment at Bandon Hill for disadvantaged and non-disadvantaged was 63% (60% nationally).

Desired outcome	Estimated Impact	Lessons Learned
<p>Reaching Full Potential</p> <p>Attainment and progress of PPG children is not as high as non-PPG children in school in core subjects of Reading, Writing and Maths from their September starting points</p>	<p>The gap between disadvantaged and non-disadvantaged in the KS2 SATS reduced last year with reading only being a 2% difference and maths 8%. Writing was still a wide gap, however, at 15%. Combined was 55% for PP children as opposed to 69% non-PP, mainly due to the writing gap.</p>	<p>Largest gap in the 2024/25 cohort was writing. With writing being teacher assessed, a greater emphasis on moderation targeted to children in receipt of Pupil Premium by having targeting moderation session with just PP children in addition to other forms of moderation.</p>
<p>Basic Skills and Prior Learning</p> <p>Teacher assessment has identified that a number of pupils in receipt of Pupil Premium, who are not making the required progress, have specific gaps in their basic skills and prior learning knowledge.</p>	<p>Targeted interventions were carried out funded by the PP including a teacher targeting PP children. We saw good improvements in reading progress among the children.</p>	<p>New format of Pupil Progress meetings which will happen fortnightly to ensure more rapid identification of needs and appropriate interventions established accordingly. 2025/26 Update: From January 2025/26 Pupil Progress Meetings to be focussed on the linked issues of PP progress and PP attendance.</p>
<p>Attendance</p>	<p>There was unfortunately a large difference between</p>	<p>Tightening of attendance procedures required to</p>

<p>The attendance of pupils in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absentees.</p>	<p>PP and non-PP children in terms of persistent absence. 17.5% of non-PP children were persistently absent at the end of the school year, whilst 44% of PP children were persistently absent (this was heavily influenced by new family with low attendance known to the Local Authority and a number of PP children with home/family issues with social services intervention).</p>	<p>ensure all attendance thresholds are met with a strong response from the school.</p>
<p>Wellbeing/ Pastoral</p> <p>Pupils emotional well-being, social and behavioural needs affecting children being in a position to able to make progress and their readiness to learn.</p>	<p>The nurture group continues to support a number of children who were having interventions have successfully transitioned back into class.</p>	<p>The ELSA worker has now become a member of the Child and Families team to better facilitate information sharing between the members of the team who oversee PP families as well as other vulnerable families.</p>
<p>Home Learning</p> <p>Increasingly complex PPG families that have diverse individual needs and barriers that require bespoke interventions / support to enable the children to have equity of access to all areas of education. For a number of Pupil Premium pupils who are not making required progress, engagement from families to support with learning at home is lower, particularly</p>	<p>Home Learning is not being accessed by all families as it is optional but children continue to be encouraged to complete home learning.</p>	<p>Continued emphasis on reading at home both allocated school book and reading for pleasure.</p>

with reading and basic skills practice.		
<p><b>Cultural Capital</b></p> <p>We will continue to ensure equity in cultural experiences between our disadvantaged pupils and their non-disadvantaged peers. This will include access to clubs as well as trips, visitors and residential.</p>	<p>As well as revising school visits, the school has introduced new visiting external groups and a cultural capital based extra assembly each week.</p> <p>During 2024/25 more 'free' extra-curricular clubs offered with PP families targeted for attendance.</p>	<p>We continue to ensure PP children are having a wider exposure to culture and target PP targeted visits such as cinema trips and activities organised by local private and grammar schools offering activities to children in receipt of the Pupil Premium.</p>

## 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