

# Pupil premium strategy statement – Banks Lane Infant & Nursery 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	280
Proportion (%) of pupil premium eligible pupils	19.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	1 Year
Date this statement was published	November 19 <sup>th</sup> 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs Lynda Chadbourne Chair of Governors
Pupil premium lead	Liz Newson Headteacher
Governor	Jenna Hodgson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,587
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£96,587</b>

# Part A: Pupil premium strategy plan

## Statement of intent

The Pupil Premium Grant (PPG) is a government grant in addition to the main school funding that schools receive in their annual budgets. We believe that appropriate use of this money is the best way to close the gap in educational inequalities between children in schools. At Banks Lane Infant and Nursery School Pupil Premium funding is used to bridge gaps in experiences and opportunities and to provide additional support for identified barriers for disadvantaged children. The senior leadership team, staff and governors rigorously evaluate how Pupil Premium money is spent and the impact of targeted interventions on pupils' progress and attainment as well as monitoring wellbeing and access to enrichment opportunities. Vulnerable groups are identified early and appropriate interventions are put in place, funded by the Pupil Premium. The school tracks the progress and attainment of all children.

## Challenges

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

Challenge number	Detail of challenge
1	Internal data and observations show that a higher proportion of this group have additional <b>pastoral needs</b> , requiring early help assessment, intervention, wellbeing focus and family support. This has consistently been the case since 2016 when the school appointed a Learning Mentor (now Pastoral Manager).
2	<b>Literacy skills</b> and experiences for the PP group are frequently less well developed than those of their peers. School data shows trends of higher proportions of the PP group entering school 'below typical' in literacy. Observations indicate that the PP group are less likely to read at home. During school closures 36% of this group accessed our Collins online reading scheme compared with 50% of all children.
3	Attendance for the PP group is a significant barrier. This has been evident in attendance analysis by the Pastoral Manager over a number of years and necessitates time for the Pastoral Manager and other staff to work with families and agencies to improve attendance.
4	Observations and conversations with children and families indicate that the PP group have limited <b>enrichment opportunities</b> compared with the non-PP group. Limited access to aspirational experiences, role models, community events, experiences of arts, culture, health focus and family experiences may limit wellbeing, aspiration, sense of identity and community. It is of importance that our wider curriculum successes are built on and PP children are enabled access.
5	Observations, including wellbeing assessments and Pastoral Manager records indicate that the Pupil Premium group are more likely to experience <b>social</b>

	<b>and emotional challenges.</b> This is reflected in EYFS on entry data with higher proportions of the PP group entering less than typical in PSED compared with non-PP children.
6	At Key Stage 1, 20% of our PP group 2025-2026 are recorded as having Special Educational Needs, either due to Social, Emotional and Mental Health or Communication and Interaction needs. The increased proportions of parents, requesting referrals by the SENCo for assessment of SEND is noticeable in the PP group.

## 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
Continued proactive and effective management of Early Help Assessments, signposting and offering appropriate support, work with available agencies and services and where possible stop challenging family situations from escalating.	Safeguarding and Pastoral records track effective early help, interventions, agency support and outcomes.
Sustained outcomes across school in Reading, Writing and Phonics at above the National Average for PP children with gaps between PP children and all children further reduced.	Assessments and observations evidence increased reading in school, reading across the curriculum, parental engagement and reading for pleasure. Work scrutiny and pupil voice evidence the impact of high-quality texts and wider reading on writing. Outcomes for the disadvantaged group remain above those of disadvantaged children nationally and gaps are closing between this group and all children across EYFS and Key Stage 1.
High levels of attendance and punctuality are maintained for disadvantaged children.	Attendance gaps continue to be reduced with attendance close to all children within school and nationally. School records show improved attendance and punctuality for disadvantaged children identified as persistent absentees. Case studies demonstrate the impact of intervention and support by the Pastoral Manager and Senior Leaders.
Disadvantaged children access the wider curriculum, including clubs, are involved in aspirational opportunities and experiences aimed at bridging gaps and addressing cultural capital.	Records show a high take up for disadvantaged children accessing subsidised clubs. Internal clubs address gaps for disadvantaged children. Continued focus on 'The Banks Lane Experience' and monitoring show high levels of engagement in wider curriculum experiences and aspirational opportunities.

	High levels of attendance support access and engagement.
Disadvantaged children presenting with social or emotional concerns, including those with SEMH needs on the SENCo Record are included in nurture groups, referred for ELSA by their class teacher where appropriate and are given strategies to overcome anxiety.	Wellbeing surveys and scaling identify the needs of all children and the progress of PP children is monitored. Disadvantaged are supported through nurture groups and ELSA and as a result show improved social and emotional skills, improved academic performance and improved attitudes, behaviour and relationships with peers. Pupils are well supported during transition.
Pupils are well supported by our universal offer, where appropriate, which is enhanced by CPD.	External CPD (Physical Development Champions, Attention Autism, Team Teach, NPQ SENCo qualification, SALT & SENCo Networks) as well as internal CPD ensures that adaptive teaching is effective and our universal offer is strong. Observations show high levels of engagement and achievement for identified pupils. Identified pupils make strong progress, evident through internal data and the Stockport SEND tracker as appropriate. Pupils are referred in a timely manner where appropriate. Targeted support enables children to access the curriculum and wider opportunities making strong academic and personal progress.

## 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: £48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Pastoral/ SENDco/PLAC support £12,000</p>	<p>Targeted support enables children to access the curriculum and wider opportunities making strong academic and personal progress.</p> <p>EEF Guidance Report on Special Educational Needs in Mainstream Schools states, <i>“Knowing our pupils is an important thread within the evidence on improving behaviour, but also in supporting pupils with SEND”</i></p>	<p>1, 5 &amp; 6</p>
<p>TA hours, overseen by HLTAs &amp; Phase leads, including training, organisation, timetabling and communication £20,000</p>	<p>Interventions such as ‘Language for Thinking’, Precision Teaching and additional reading/phonics support enable children to make strong progress. Teacher/TA dialogue is enabled and pupils are well supported in lessons by TAs.</p> <p><i>EEF Making Best use of Teaching Assistants Guidance</i> Report recommends that <i>“TAS are fully prepared for their role in the classroom”</i>. <i>“Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.”</i></p>	<p>2 &amp; 6</p>
<p>CPD: Attention Autism, EY Hub-Y1 provision, NPQ SENCo qualification, SALT-Colourful Semantics training, Release time-Stockport Speaks, Pastoral network, Attachment training LAC/PLAC training SALT &amp; SENCo Networks Senior Leader/Team planning &amp; reviews £8,000</p>	<p>The schools’ Universal Offer’ is strengthened, pupils with additional needs are well supported, staff expertise is strong and nurture/therapy opportunities support pupil wellbeing. Use of ‘visuals’ strongly support all learners.</p> <p>Year 1 continuous provision ensures strong transitions and enhances learning opportunities for all.</p> <p>Staff are trained and effective in their roles.</p> <p>Careful attention in the design has been placed on mechanisms of effective professional development in keeping with <i>EEF Guidance on Professional Development</i>.</p> <p><i>“A key finding of the review underpinning this guidance was that the more mechanisms a PD programme had, the greater the impact on pupil attainment.”</i></p>	<p>1, 2, 5 &amp; 6</p>
<p>Resources Widgit Doodle Speech to Text Monster Phonics Y1 provision £8,000</p>	<p>Use of Doodle ensures that accurate assessments are made of pupils’ current attainment, individualised learning programmes ensure progress for all, children are able to access learning at home and parents are engaged in their children’s learning.</p> <p>Continued use of Monster Phonics ensures high quality training and enables regular and robust assessments, facilitating same day interventions and ensuring that PP children ‘keep up’.</p> <p>Widgit, Speech to Text, Talkers and Talking Mats enhance adaptive teaching and the Universal Offer, supporting access for all children.</p> <p>Provision is enhanced in Year 1 with a focus on securing strong foundational knowledge.</p>	<p>2 &amp; 6</p>

	<i>EEF Special Educational Needs in Mainstream Schools Guidance Report states “To a great extent, good teaching for pupils with SEND is good teaching for all.”</i>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £19,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutor trained HLTA support in the role of PP Champion in Y2 (minimum 2 days per week) HLTAs PP Champions x 2 3.5 days a week in Reception & Year 1 £18,000	Continued School Led tutoring approaches by the HLTA, ensure strong progress and outcomes in literacy by the end of Key Stage 1.  Two further HLTAs are able to oversee interventions, target individuals and support in the tracking of PP children’s progress.  EEF findings on small group tuition show: <i>“The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year.”</i>	2 & 6
Extended Speech and Language Therapy £1500	Additional speech and language therapy enables us to address the needs of more children and support our staff to deliver programmes.  EEF Project describes individualised support as is given by the Speech therapist to have an impact of +3 months	2 & 6

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

Budgeted cost: £29,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Manager £8,000	Family support, communicating with parents, liaising with agencies, providing direct work in school and leading on attendance.  <i>The EEF Working with Parents to Support Children’s Learning Guidance Report recommends: Provide practical strategies to support learning at home</i>	1, 3 & 5

	<p><i>Tailor school communications to encourage positive dialogue about learning</i></p> <p><i>Offer more sustained and intensive support where needed</i></p> <p><i>DfE Working Together to Improve School Attendance (September 2022) states that “schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place”.</i></p>	
Continued subscription to CPOMs £1,500	CPOMs annual subscription in support of recording, tracking, monitoring and intervention in all matters of behaviour, attendance and welfare.	1, 3 & 5
IT support-Wider curriculum monitoring and data analysis supports intervention. £5,000	Accurate records of engagement in clubs and wider opportunities inform intervention and action planning.	4
Wider Curriculum and club subsidy for PP children. £7,000	<p>All PP children have subsidised access to clubs (£21 per year-£2,000), trips and experiences are offered free of charge (£3,000) and support needs are monitored.</p> <p>The parents/carers of PLAC children are consulted regarding additional funding needs and have further opportunities such as ukulele lessons funded by Pupil Premium (£2,000).</p> <p>EEF The impact of non-cognitive skills on outcomes for young people Literature review 21 November 2013</p> <p><i>“Children’s perception of their ability, their expectations of future success, and the extent to which they value an activity influence their motivation and persistence leading to improved academic outcomes, especially for low-attaining pupils.”</i></p>	4
<i>Wellbeing ELSA &amp; Nurture Group</i> £4,000	<p>Identification and management of wellbeing needs, including TA nurture groups, ELSA (Emotional Literacy Support Assistant) referrals and the ELSA programme led by the Pastoral Manager.</p> <p><i>EEF Social and Emotional Learning is described as having an impact of +4 months.</i></p>	5
Parent Support Group (SENCo & Pastoral Manager time) £4,000	Parent support group, run half termly by the SENCo and Pastoral Manager, includes speakers/experts and supports parents on a wide range of parenting matters (SEND concerns, sleeping, toilet training, behaviour)	5 & 6

**Total budgeted cost: £97,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Impact of the Pupil Premium Strategy 2024-2025

Outcomes for Y2 PP pupils in 2024-2025 were above PP national averages in reading, writing and maths and were broadly in line with national outcomes for all children. Outcomes for PP children in the Y1 Phonics screen were broadly in line with PP children locally and nationally.

Significantly higher proportions of our Reception PP children achieved a GLD (58.3%) than PP children locally or nationally. In our target area of writing, 13% more of our PP children achieved the writing ELG than PP children locally.

Outcomes have been strongly impacted by our HLTAs/ Pupil Premium champions, additional TA support time, implementation of Monster Phonics and school-based writing cycles and improved attendance and wellbeing as a result of the work of our Pastoral Manager and support staff.

Oral language skills are evident in achievement of the speaking Early Learning Goal with the PP group attaining 84.6%, which is in line with school and local averages for all children. Assessments and observations, including pupil voice forums highlight confidence, engagement and strong use of subject specific vocabulary for this group. Strong focus on oracy in our writing cycles resulted in significant progress. Outcomes in writing for PP children stand at 57%, which is in line with our outcomes for all children and just below the NA for all children.

Trends show that as a result of the work of the Pastoral Manager, PP attendance rates increase as children move through school (89% Reception – 95% in Year 2) and Persistent Absence is reduced (6 in Reception to 3 in Year 2).

Our Pastoral Manager has worked closely with 32 families in our PP cohort (65% of the cohort). This has included Child Protection, TAC and TAF meetings, attendance support, arranging Foodbank Vouchers, liaison with agencies, referrals and a range of strategies to ensure early help and intervention. Case studies demonstrate the detailed positive impact of our involvement for families and individuals.

Across the year 14% of the group (reduced from 30% the previous year) received support for attendance and 65% received welfare support, School records highlight the positive impact of the Pastoral Manager on families and children. Overall attendance for the PP group has increased from 91.3% in 2022-23 to 94.4% in 2024-2025 for Key Stage 1 and stands at 95.1% for Year 2. This continues to be a whole school priority, led by the Pastoral Manager. School data shows persistent absenteeism figures for the group declining over time, from EYFS to Year 2, highlighting the impact of the Pastoral

Manager. In Key Stage 1 there were 7 PP children recorded as persistent absentees by July 2025, for all of whom improvements in attendance over time are documented.

PP children were supported in accessing after school clubs by £2,000 across the year. Club involvement for the group is high and we continued to target PP children for our internal school clubs such as Netball and Lego Clubs. Children were well supported in accessing curriculum experiences and opportunities and involvement in the Banks Lane Infant Experience 'at Home' activities has increased across school with 63% engagement. Continuing to engage PP children in the wider curriculum will remain a priority.

Our Pastoral Manager, continues with ELSA approaches (Emotional Literacy Support Assistant). She has provided CPD and resources to other Teaching Assistants to undertake Nurture Groups within their year groups. All of our PP children received wellbeing check-ins and reviews, Our Mindful Lunchtimes support children with additional needs and is regularly attended by specific KS1 PP children. The impact of this work has been reflected in relationships with families, family engagement, pupil confidence and positive transitions for children.