



LADY BANKES PRIMARY SCHOOL PUPIL PREMIUM STRATEGY STATEMENT



This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

SCHOOL OVERVIEW

Lady Bankes Primary School	
Number of pupils in school	630 (2024-25) 653 (2025-26)
Proportion (%) of pupil premium eligible pupils	18% (2024-25) 18% (2025-26)
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	31 st December 2024
Date on which it was reviewed	15 th December 2025
Date on which it will next be reviewed	31 st December 2026
Statement authorised by	Mrs K Needs, Headteacher
Pupil premium lead	Miss K Cronin, Assistant Head teacher
Governor lead	Mrs J Coxwell, Pupil Premium Link Governor and Chair of Governors

FUNDING OVERVIEW

Detail	Amount
Total budget for the academic year 2024-25	£ 150,521
Total budget for the academic year 2025-26	£139,025
Pupil premium funding allocation this academic year	£133,635
Recovery premium funding allocation this academic year	£5,390
Pupil premium funding carried forward from previous year	£0
Total budget for this academic year	£139,025

PART A: PUPIL PREMIUM STRATEGY PLAN

STATEMENT OF INTENT

'Lady Bankes Primary School is a school for everyone.' Ofsted (February 2024)

At Lady Bankes Primary School the children are at the heart of everything that we do. We are a three-form entry school in the London Borough of Hillingdon with a dedicated, hardworking team and wonderful children. We have a strong ethos of inclusion as recognised by Hillingdon LA's NASEN SEND review in April 2022 and Ofsted in 2024. When making decisions about using Pupil Premium we look at the context of our school and the challenges we face. Some of the barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, limited experiences out of school, and attendance and punctuality issues. There can also be complex family situations that impact children's abilities to flourish.

Our intention is that **all** our pupils make good progress and achieve the highest possible standards across all of our curriculum. The intent of our pupil premium strategy is to support our disadvantaged pupils, including those who are high attainers, to ensure that this is achieved.

The activity we have outlined in this statement is also intended to support the needs of all pupils, regardless of whether they are disadvantaged or not- recognising that not all pupils who are disadvantaged are registered or qualify for free school meals.

We ensure that teaching and learning opportunities meet the needs of all our pupils. 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 all the pupils in our school.

Our approach reflects common challenges, individual needs and through our analysis of internal data and teacher assessments. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- ensure that all teaching staff are involved in the analysis of data and identification of pupils
- ensure that all teaching staff are aware of the strengths and weaknesses across the school.

Our ultimate objectives are:

- to narrow the attainment gap between disadvantaged and all pupils within our internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and beyond.

To achieve these aims provision for this group include and are not limited to:

- Tutoring
- 1:1 support
- Small group work
- Additional teaching and learning opportunities provided through trained teaching assistants
- Paying towards activities, clubs, visits and residential trips
- Mental health support
- Behaviour support
- Booster club
- Pre-teaching

This list will change according to the needs and support that our disadvantaged pupils require.

CHALLENGES

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

Challenge number	Detail of challenge
1	<p>The attendance of disadvantaged pupils at our school falls below that of all other pupil groups.</p> <p>Our attendance data over the last three years indicates that attendance among disadvantaged pupils has been in the region of 5% lower than for non-disadvantaged pupils. Attendance data for the autumn term of 2024-5 indicates that pupils in receipt of FSM's figures are 3.4% below all pupils.</p>
2	<p>Our assessments, observations, and discussions with pupils suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>

3	Recovery premium funding – ensuring our disadvantaged children in Year 6, achieve the best outcomes in preparation for the next stage of education.
4	Our internal assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils is not in line with their peers. These findings are supported by national studies.

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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% different to that of all pupils.
To improve the outcomes for phonics	Phonics outcomes for disadvantaged and all pupils in 2026/27 will be above the national average expected standard in the phonics screening check.
To ensure our disadvantaged children in Year 6, achieve the best outcomes in preparation for the next stage of education.	KS2 maths outcomes show that there is no significant gap in attainment and progress between disadvantaged pupils and non-disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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 (INCLUDING CPD, RECRUITMENT AND RETENTION)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued subscription of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils across the primary school. This will include the purchase of additional books and support materials to deliver the scheme effectively, including 'Rapid Catch Up' for KS2 pupils.</p> <p>To ensure that all the staff receive the regular training to deliver 'Little Wandle' phonics scheme effectively and to support the teaching of phonics and reading across the primary school.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>To facilitate release time for the Assistant Head for Vulnerable pupils to attend the strategic board meetings for Hillingdon's 'Achievement for all young people' initiative, conferences and training and for her to deliver CPD to colleagues as a result of the training received.</p>	<p>Sharing practice between schools allows for effective collaboration which can result in all schools having positive outcomes. Effective implementation is essential based upon the needs of the pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/implementation-in-education</p>	

	<p>Using research evidence can help education professionals, not only by guiding them towards more effective interventions of approaches, but also away from those that might not be worth their time or efforts. Working alongside the EEF and Hillingdon will allow for research to be meaningful and effective.</p> <p>Engaging with Research</p>	
<p>Review:</p> <p>Little Wandle continued to be implemented as the school’s systematic phonics programme. Staff engaged in regular, ongoing training led by the phonics lead to ensure consistency and high-quality delivery across the school. The Assistant Headteacher with responsibility for vulnerable pupils continued to represent the school at strategic board meetings for Hillingdon’s <i>Achievement for All Young People</i> initiative, with key learning and best practice circulated to staff through targeted training.</p>		

TARGETED ACADEMIC SUPPORT (FOR EXAMPLE, TUTORING, ONE-TO-ONE SUPPORT STRUCTURED INTERVENTIONS)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions, including in Key Stage Two, targeted at disadvantaged pupils who require further phonics support. To purchase additional phonics resources to support the children.</p> <p>We will purchase additional ‘Rapid Catch Up’ resources from Little Wandle to close gaps in phonic knowledge for our KS2 pupils using this scheme.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>

<p>Maths tuition for children in Year 6. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>3, 4</p>
<p>Additional mathematics sessions at the end of Key Stage Two, targeted at disadvantaged pupils who require further mathematics support, will take place to support the children and prepare them for their next stage in education.</p>	<p>Small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>3</p>
<p>Review:</p> <p>Targeted mathematics tuition was provided for Year 6 pupils during the 2024–25 academic year through the online provider Third Space Learning. Regular feedback was shared with class teachers to inform classroom practice. Pupil voice was positive, with pupils reporting increased confidence and a strong sense of preparedness for KS2 SATs, as the tutoring was closely aligned to their individual learning needs.</p> <p>Building on the success of this provision, Lady Bankes has re-commissioned Third Space Learning for the 2025–26 academic year, with eight pupils receiving targeted online tuition. In addition, <i>Little Wandle Rapid Catch Up</i> resources were purchased and implemented to support phonics intervention for identified pupils in KS2, ensuring timely consolidation of key phonics knowledge.</p>		

WIDER STRATEGIES (FOR EXAMPLE, RELATED TO ATTENDANCE, BEHAVIOUR, WELLBEING)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement attendance procedures and the Assistant Head for Vulnerable Pupils and the school's Attendance Officer to work with families to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1
<p>To train further members of the support staff as an ELSA (Emotional Literacy Support Assistant).</p> <p>To train additional staff to be able to provide Drawing and Talking therapy to support specific pupils.</p>	<p>Research from the EEF has shown the impact on the social and emotional wellbeing of pupils.</p> <p>Social and Emotional Learning</p>	1, 4
<p>To provide the opportunity for all disadvantaged pupils to participate in an extra-curricular activity each term and to be</p>	<p>All disadvantaged pupils will be offered the opportunity to take part for free in one of our many extra-curricular activities each term.</p>	4

<p>able to go on school journeys to enrich their school experience.</p>	<p>All our disadvantaged pupils will be encouraged to attend residential trips which are half-funded by the school-</p> <p>Year 5 to Bournemouth</p> <p>Year 6 to PGL</p> <p>All children are given the opportunity to learn a musical instrument in Year 3- steel pans- through Hillingdon Music Hub.</p>	
<p>Review:</p> <p>The Attendance Officer continued to develop and strengthen relationships with families, enabling timely identification of need and the implementation of appropriate support where required. Emotional Literacy Support Assistant (ELSA) provision continued to be a successful intervention across the school, supporting pupils’ social, emotional and mental wellbeing. While attendance improved for some pupils, it continues to be an area for development, particularly for disadvantaged pupils.</p> <p>Disadvantaged pupils were given priority access to extra-curricular clubs in order to increase participation and engagement. In addition, 50% of the cost of the Year 6 PGL residential trip was subsidised for disadvantaged pupils to ensure equitable access to enrichment opportunities.</p>		

Total budgeted cost: £150,521 (2024-25)

Total budgeted cost: £139,025 (2025-26)

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 2024/25 academic year.

Lady Bankes Primary School opened on 1st September 2021.

During the academic years 2021-2025 we have used assessments and observations to review the impact of our Pupil Premium Strategy. Our policy and strategy for the next academic year has been revised as a result of outcomes and strategic discussions.

Teaching

Our validated phonics scheme is now embedded and all staff, both teaching and support, have been trained to deliver it. This scheme was trialled from summer term 2022 and was fully implemented from September 2022. Interventions have taken place across the school to consolidate understanding and extend vocabulary. The children are making great progress with 100% of disadvantaged pupils passing their phonics check in the 2023/24 academic year.

The outcomes for our disadvantaged pupils for 2024/5 were:

EYFS: 42%

Phonics screening check: 55%

Key Stage 1: % achieving EXP

Reading: 67%

Writing: 67%

Maths: 53%

Key Stage 2: Average Scaled Score

Reading: 105

Maths: 104

GPS: 106

Key Stage 2: % achieving EXP+

Writing: 81%

RWM: 75% (EXP+)

Targeted academic support

Throughout the 2024-25 academic year, we ran online tuition sessions using Third Space Learning. Children from Y6 took part in the spring term and then Y5 pupils took part throughout the summer term.

Wider strategies

The Assistant Head for Vulnerable Pupils oversaw provision across the school and analysed data, working closely with year group leaders to ensure the best possible outcomes.

We have four members of support staff trained to run the ELSA programme and are now working with groups of pupils to support them.

Children in Year 6 at Lady Bankes Primary School were able to benefit from a residential trip and across the year pupils in all year groups from Reception to Year 6 participated in a range of trips, visitors and experiences that enhanced their cultural capital. We were able to continue to provide a range of extra-curricular activities for children, encouraging all our disadvantaged pupils to participate.

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
Little Wandle: Letters and Sounds Revised	Little Wandle
White Rose Maths	White Rose
Wordsmith	Pearson
TT Rockstars	Maths Circle
Bug Club	Pearson