Pupil Premium Strategy Statement 2026 – 2027

School overview

Detail	Data
School name	Bangabandhu Primary School
Number of pupils in school	285
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers	2025 – 2028
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Bangabandhu Governing Body
Pupil premium lead	Carly Lawrence
Governor / Trustee	Dr Steffan Kennett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£289 850
6Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£289 850

Part A: Pupil premium strategy plan

Statement of intent

At Bangabandhu we are committed to narrowing the gap in attainment of children from economically disadvantaged backgrounds.

We recognise that our disadvantaged children face several barriers which impact their learning:

• parents' low level of spoken or written English means that support with home learning and models of a high standard of English at home are limited.

• pupils' Special Educational needs: a high proportion of pupil premium pupils also have SEN which require specialist strategies to be in place for them to access learning.

• poor language and communication, social and emotional skills.

• a lack of confidence which affects children's resilience in trying and sustaining new learning and new experiences.

• poor attendance and punctuality issues.

• complex family situations that prevent children from flourishing and parents from sometimes giving support with learning (these include parents caring for other dependents, parents' physical or mental illness, family trauma, families' financial vulnerabilities). These impact our children's wellbeing, mental health and lead to an increase of safeguarding concerns

A Tiered Approach

We have always used a tiered approach to our pupil premium spending – this is in line with the EEF pupil premium guide

Tier 1: At the heart of our intended approach is high-quality teaching with a focus on the areas where disadvantaged children require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefits the non-disadvantaged pupils in our school – ensuring all children make good progress from their starting points. This approach involves high quality professional development and coaching for our staff, working collaboratively with experts and ensuring our children have the resources needed to achieve success.

Tier 2: Targeted academic support for those who are not making good progress or who have been disproportionately impacted by the effects of the pandemic.

Tier 3:.Wider strategies relating to the most significant non-academic challenges our pupils face such as attendance, social and emotional support and safeguarding. As with all school improvement work, our approach will be responsive and evidenced in what see using tools such as assessments, reports, observations and conversations with staff, pupils and parents.

The targeted and strategic use of the Pupil premium Grant (PPG) supports the school to achieve this aim. Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates
- To support our pupils' health and well-being to enable them to access learning at an appropriate level.

Additionally

When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups, or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Academic Impact

End of Key Stage 2 SATs outcomes show that our pupil premium (disadvantaged) children are working above the national average outcomes for pupil premium children in all areas.

This tells us that we are reducing the gap between pupil premium and non-pupil premium pupils by the end of their time at Bangabandhu and what we are doing is having an impact. Our pupil premium children are achieving higher than national pupil premium averages, therefore our use of the pupil premium funding will be similar to what we have done in previous years as this is making a good impact.

School based assessments tell us that there is still a gap between the attainment of pupil premium (disadvantaged) and non-pupil premium (advantaged) children, and we are working on reducing this gap further across all year groups.

Challenges

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

Challenge number	Detail of challenge
1	**Reading: underdeveloped reading comprehension skills**. Children have limited schema to draw upon when reading due to limited first hand experiences, reduced cultural capital and little or no high-quality reading materials at home
2	**Under-developed communication and language skills** (spoken, written and in reading). The high number of disadvantaged children with speech and language needs and other significant special educational needs.
3	**Attendance, punctuality and learning support at home.** In school monitoring show that some of our disadvantaged pupils are missing more learning than necessary. Increased parental engagement in and support of their children's learning is required.

4	Ensuring that both advantaged and non-advantaged children receive the level of support and teaching to **achieve greater depth**, particularly **in writing**. Children have limited schema to draw on when writing as well as limited vocabulary and language structures.
5	**Engagement in enrichment and cultural capital activities – e**ngaging parental understanding and support for after school activities, residential and in music and cultural activities. Children have limited schema to draw on when reading and learning.

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
Attainment and progress of pupils entitled to Pupil Premium Grant to be in-line with that of those not entitled.	Pupil premium pupils achieve national average progress scores in KS2 reading, writing and maths.
Strengthened reading comprehension skills. Children are taught to read swiftly.	Diagnostic and summative assessments show increased reading comprehension skills. Children used their widened schema to make connections with what they are reading. Their understanding of the world around them has increased, enabling them to more successfully voice their thoughts, opinions and preferences. They are explicitly taught key reading comprehension skills. They are reading with fluency.
Strengthened writing skills. Writing with grammatical and punctuation accuracy.	Diagnostic and summative assessments show increased writing skills. Punctuation and grammar is secure and sentences are coherent - written fluently.
Improved language skills and vocabulary acquisition among disadvantaged pupils.	Assessments and observations indicate improved language and vocabulary use among disadvantaged pupils. This is evident when triangulated with other sources of evidence including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Attendance remains at or above the National average all pupils and with their disadvantaged peers nationally over a three year period. The percentage of all pupils who are persistently absent at or above all pupils PA % and with their disadvantaged peers nationally.
Pupil premium children with SEND have made above average progress in all areas of learning.	SEND pupil premium pupils achieve above national outcomes in statutory assessments.

Improved outcomes for pupil premium pupils as a result of good attendance at school and the engagement of parents in their learning. (Challenge 4, 6)	Attendance in line with national average and for PP group in line with their peers. Family Support Worker targets and supports focus families. Pupil premium pupils are engaging in all home learning tasks, supported by their parents. Pupil premium children are attending catch up maths and booster clubs)
Pupil premium pupils can develop their skills and talents and enhance their well-being through experiences beyond the classroom.	Pupil premium pupils are receiving musical instrument tuition, attending residentials and accessing extended services e.g., debating clubs. The uptake is high and exceeds the uptake on non-pupil premium 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 (for example, CPD, recruitment and retention)

Budgeted cost: £148, 961

Activity	Evidence that supports this approach	Challenge number(s) addressed
Secure quality first teaching to diminish the difference through continued professional development for teachers and support staff.	Education Endowment Foundation - Teaching and Learning Toolkit EEF Guide to pupil premium- Teaching is the top priority including CPD Focus. Targeted teaching, stringent formative assessment habits, pedagogy rooted in cognitive science and careful planning.	1, 2, 3,5,6
Re visiting and practising newly taught skills until they are fully understood	Education Endowment Foundation - Teaching and Learning Toolkit, Assessment data and ongoing tracking and analysis throughout the academic year.	1,2.3, 5, 6

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

Budgeted cost: £95 255

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide specialist support to PP pupils who have SEN so that they can experience success in their learning.	Education Endowment Foundation - Teaching and Learning Toolkit Assessment data and ongoing tracking and analysis throughout the academic year. Speech and language support enables children with language and communication difficulties to receive specialist input, and provides CPD for staff to be able support children with speech and language needs.	1,2,3
Ensuring teaching interventions are in place across the school.	Education Endowment Foundation - Teaching and Learning Toolkit. Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading (EEF).	1,2.3
To raise standards in reading through embedding Read Write Inc. in EYFS and KSI and targeted interventions at KS2.	Education Endowment Foundation - Teaching and Learning Toolkit . Assessment data and ongoing tracking and analysis throughout the academic year.	1,2, 3
School led tutoring. Focused targeted small groups based on ongoing assessment data.	DFE Research	1,2,3

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

Budgeted cost: £45 634

Activity	Evidence that supports this approach	Challenge number(s) addressed
To offer opportunities otherwise out of reach to PP pupils through musical instrument tuition support and expanding the after-school club and residential offer.	Education Endowment Foundation - Teaching and Learning Toolkit Levelling up opportunities. The Sutton Trust recommends that schools' pupil premium money could be used for enrichment vouchers to offer middle class experiences to those who need them most. ("Creating Cultural Capital"). This approach was successful in ensuring children have access to experiences, enrichment, and adventurous learning opportunities.	1,2,3,5,,6
Secure and sustain good attendance for all identified families.	In school data. Education Endowment Foundation - Teaching and Learning Toolkit Levelling up opportunities.	4
Provide support for the wellbeing of vulnerable pupils and families to ensure access to learning, engagement in school community and encourage lifelong habits of learning.	In school data. There is a strong association between parental engagement and a child's academic success (EEF). Education Endowment Foundation - Teaching and Learning Toolkit Levelling up opportunities.	4