



Bonneygrove 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 2022- 2023.

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 – See Updated Strategy (section B of this document).

School overview

Detail	Data
School name	Bonneygrove Primary School
Number of pupils in school	395
Proportion (%) of pupil premium eligible pupils	26.6%
Academic year/years that our current pupil premium strategy plan covers 2021-2024	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Craig Hamilton
Pupil premium lead	Craig Hamilton
Governor / Trustee lead	Shen Hasekilerden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£124,650.00
Recovery premium funding allocation this academic year	£13,340.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£137,990.00

Part A: Pupil premium strategy plan

Statement of intent 2021- 2024

At Bonneygrove Primary School, we strive to ensure that all pupils, irrespective of their background, make good progress and have the same opportunities as their peers. We intend for children to make good or accelerated progress to achieve age-related expectations or above. We look at the child holistically and all children in receipt of the pupil premium funding will have an individual provision map to outline what we will do to support them to achieve the best they can in all areas of the curriculum. Having high aspirations is important for the children in our school and this will be developed through our learning powers ethos. Wellbeing will continue to be a priority at our school. For children already achieving well, we will focus on ensuring that they continue to be challenged appropriately.

We acknowledge that 'good teaching' is the most important lever schools have to improve outcomes for disadvantaged children and we intend to focus heavily on developing teaching across the school and since September 2021 – this has improved dramatically. We want to ensure that disadvantaged children are provided with high quality teaching but also have additional and targeted support where needed. We also realise that enrichment opportunities and resources are not always available to some children, and we will ensure that children are able to attend trips, workshops, clubs, and other activities that provide enrichment opportunities and broaden their horizons, impacting on their outcomes. We will aim to ensure that all children have the resources they need to support their learning, particularly at home and using ICT and minimise digital poverty here at Bonneygrove Primary School.

We will use a range of assessments as a diagnostic tool, to help identify clear starting points and identify barriers to learning which we will seek to remove.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all children in school to make at least expected or accelerated progress.
- For all children's attainment to meet age related expectations.
- To enhance the cultural capital of disadvantaged children by ensuring full access to resources to support learning.

We aim to do this through:

- Improving teaching to ensure that it is of high quality – with a main goal of inclusivity
- Promoting an ethos of having high aspirations for all children
- To train and deliver high quality interventions to children that will benefit them so that they become independent and inquisitive learners
- Removing barriers to learning by ensuring that all disadvantaged children have resources they need for learning and have full access to all educational experiences by purchasing resources, where needed.

Challenges

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

Challenge number	Detail of challenge
1	Quality first teaching and outcomes for all children.
2	Poor attainment in Reading, Writing and Mathematics and gaps between different groups of children and their peers.
3	Difficulties with phonic attainment across the school, including those who are disadvantaged.
4	Some children having limited access to learning resources, enrichment opportunities, trips, and workshops.
5	Pupils come into Reception with low attainment. Children have difficulties with oral language and vocabulary, impacting oracy skills.
6	Parental engagement as co educators.

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. Improved quality first teaching to ensure all children, including those who are disadvantaged make good or better progress.	<ul style="list-style-type: none">• Monitoring, including lesson observations, and book looks will show progress• School assessment will show progress from starting points for all children.• Children will be able to talk about their learning experiences and their next steps• Children will achieve age related expectations in all subjects
2. Improve attainment in Reading, Writing and Mathematics to close the disadvantaged gaps through targeted academic support.	<ul style="list-style-type: none">• All children will make good or better progress• Children will make progress with the support of targeted interventions• Children to achieve age related expectations in all subjects
3. Improve phonics attainment across the school.	<ul style="list-style-type: none">• All children will make good or better progress• Children will make progress with the support of targeted interventions• Children will pass the Phonics screening

	<p>checks in Year One</p> <ul style="list-style-type: none"> • Rapid Catch-up programme via Little Wandle Letters and Sounds
4. Embedding the curriculum and enhancing the cultural capital of Pupil Premium children.	<ul style="list-style-type: none"> • All children to have funding or part funding for trips and enrichment activities to remove the financial barrier in accessing wider educational opportunities • Children's attainment will be ARE or above across all curriculum subjects
5. Improve low attainment for children in reception by focusing on oral language and vocabulary, impacting overall on oracy.	<ul style="list-style-type: none"> • Nuffield Early Language Intervention (NELI) screening will show good progress for all children from their starting points, including those who are disadvantaged • Children will achieve ELG in line with 'National Expectations'
6. Families will receive support to promote parental engagement and build up skills to become co-educators	<ul style="list-style-type: none"> • All families in need of support will have access to services they need with the help of family support worker and Senior Leadership Team • Families will attend various workshops (reading workshops already in place) to support them with promoting learning at home • Families will be supported to ensure school and parents/carers work together to ensure children achieve the best outcomes possible

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.

Budgeted cost: £180635.72

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher and TA training for Little Wandle Letters and Sounds Revised -complete systematic synthetic phonics Programme £657.09	Phonics EEF + 5 The EEF Guide to the Pupil Premium EEF tiered approach- quality teaching. EEF also recommends systematic synthetics phonics to maximize progress of children in Literacy.	1, 2, 3
Training for Reception teachers and TAs to deliver NELI screening and intervention £4909.60	Nuffield Early Language Intervention EEF+4 According to EEF, research shows that oral language skills, the foundations of which are developed by age four, are strongly associated with children's literacy, numeracy, and educational attainment. However, there exists a gap between the language skills of disadvantaged children and their more advantaged counterparts. Early intervention has great potential to narrow this gap, and the Nuffield Early Language Intervention has previously demonstrated considerable promise.	2, 3, 5
Staff access to training through Herts for Learning. £5800.00	The EEF Guide to the Pupil Premium EEF tiered approach – Quality First Teaching	1, 2
Additional experienced teacher (AHT) to teach English, Mathematics, Reading and Spelling and Grammar in Year Six and experienced class teacher to teach the same in Year Five over five and four days respectfully – reducing class sizes where the focus is on Quality First Teaching. £43641.12	The EEF Guide to the Pupil Premium EEF tiered approach – Quality First Teaching Reducing Class size EEF +2 As the size of a class or group gets smaller, the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes to all pupils.	1, 2

Purchase of additional 'Little Wandle' books and subscription for Reception to ensure smaller phonics groups and quality first teaching based on the children's starting points. £1995.00	EEF Improving Literacy in Key Stage 1 and Key Stage 2 Children need to be exposed to a wide range of high-quality Literature to make progress.	2,3,4,5
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Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA training for Wave 2 and 3 interventions including Fischer Family Trust wave 3 intervention, High-five and Shine Mathematics, Number Stacks and Reading Interventions (specific to the needs of the child). Teacher and TA release time to train and deliver interventions £71532.53	Teaching assistant interventions EEF +4 EEF Selecting Interventions - Evidence insights EEF Making the best use of Teaching Assistants EEF cites interventionsforliteracy.org.uk as a credible source of intervention research The Dyslexia SPLD Trust – FFT Wave 3 FFT Wave 3 intervention has been known to make useful to remarkable progress EEF recommends structured, high-quality interventions and small group work	2, 3, 5
Purchase of new assessment and monitoring software and increase training opportunities for staff to engage in data to use this to inform next steps, planning and areas of opportunity across the school. Including Training. £2066.07	The EEF and Getting Smart state that school need to use data to encourage teachers/educators to: 1. Be transparent. A key to acting transparently is to develop a cultural belief that data belongs to everyone in the community. Making real-time data visible allows for conversations about how to increase performance and close achievement gaps. 2. Involve all stakeholders in striving for growth. To track growth, students, families, and the community invested in the process through encouragement, communication, and celebration of school-wide goals that focus on growth. 3. Schedule time for regular data use. When teachers are intentional in making time for regular data use, they make better use of their teaching time	1,2,4,5,6

	<p>with pupils. Regular data use includes assessment administration, data analysis, progress and growth monitoring, and teaching time adjustments.</p> <p>4. Take an intentional, structured approach to differentiation and remediation. Differentiation and remediation are structured by determining which students need additional support or practice, and which pupils are ready for enrichment/challenge.</p> <p>5. Infuse a data-driven mindset into school practices. Regarding the development of data-driven mindsets, making sure teachers understand why they are collecting data and use it for purposeful and intentional lesson planning.</p> <p>6. Provide support and professional development. With the use of data, support, and CPD, resources can be targeted to address areas of real need.</p>	
<p>'Read for 20' daily comprehension intervention in Year One through Year Six. Less able readers will read each day with a designated adult to ensure they do not regress.</p> <p>£0.00</p>	Reading comprehension strategies EEF + 6	2, 3

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children to have access to learning resources e.g., laptops (loan for home learning). School to fund enrichment opportunities, trips, and workshops. £20,000	Arts participation EEF +3 Removing digital poverty barriers will help children to make progress in all aspects of their learning.	4
Monitoring of attendance from admin and newly Appointed Parent Liaison Officer and Headteacher. Support collecting children in the mornings when necessary. Supportive meetings with SLT and key priority families. £ 0.00	DfE report- link between attendance and attainment at KS2 - the higher the overall absence rate across the KS the lower the likely level of attainment. Dedicated person who monitors attendance and who has a good relationship with parents/ carers is most effective at ensuring good pupil attendance.	6
Bonneygrove Primary School, Broxbourne, Cheshunt and Waltham Cross School's Partnership, Family Support Workers to support the well-being of families and to provide support and signposting to supporting services. £ 5188.00	EEF Parental engagement + 4 As of March 2023, the school's own family worker will work closely with school staff to assess family's needs and provide a range of levelled support, improving parenting, financial and housing difficulties, and general signposting, therefore allowing children to learn better when basic needs are met.	2,3,5,6
New Parent Support Advisor within school to support families with a variety of needs.	EEF +3 Parental Engagement Social and emotional Learning +4 leading to improved relationships between home and school – including Parental/family concerns <ul style="list-style-type: none"> • School lateness/attendance • Behaviour Management • Understanding and supporting 	2,3,5,6

£22167.57	<p>emotional concerns.</p> <ul style="list-style-type: none"> • Supporting education • Transition (moving) through schools • Emotional wellbeing • Parent confidence building 	
<p>Afternoon Nurture group sessions with Nurture Teacher</p> <p>Purchase of new Boxall Profile assessment to measure social, emotional, health and well-being for individuals identified as needing support.</p>	<p>EEF Social and emotional learning +4</p> <ul style="list-style-type: none"> • To provide a flexible and preventative resource that is responsive to the needs of each child. • To provide ongoing assessment and support for children showing signs of emotional stress and behavioral difficulties with the aim of enabling the child to access the curriculum. • To provide a secure and predictable small class 'setting' where children can learn by re-experiencing pre-school nurture from caring adults who actively work towards enabling their successful integration. • To help the children to use their curiosity constructively, improve their self-esteem and develop their confidence, and learn appropriate responses through forming close and trusting relationships with adults. • To work in partnership with class teacher(s), parents/carers, school staff and other Education Authority services to enable consistency of approach both at home and at school. 	2
£5678.74		
<p>Workshops for parents / carers to develop parental skills in English and Mathematics to support learning at home.</p> <p>£0.00</p>	EEF + 3 Parental Engagement.	12, 3, 5
Total budgeted cost: £ 183635.72		

Section B

Outcomes 2021-2022

Priority 1 – Quality first teaching and outcomes for all children

- Progress levels for Writing and Maths have increased and are now generally in line with National – we continue to work on Reading across the whole school – results and impact will be clearer by September 2023.

Key Stage Two 2021-2022

Progress in reading, writing and maths ?

Reading

Number of pupils = 58

Pupils with adjusted scores = 0

Progress score

-1.06

Writing

Number of pupils = 58

Pupils with adjusted scores = 0

Progress score

-0.55

Maths

Number of pupils = 58

Pupils with adjusted scores = 0

Progress score

-0.52

Attainment in reading, writing and mathematics

Reading, writing and maths combined ?

Percentage of pupils achieving the expected standard or higher ?

Number of pupils = 58



Percentage of pupils achieving the higher standard ?

Number of pupils = 58



National

Headline facts and figures - 2021/22

Percentage of pupils meeting the expected standard in reading, writing and maths (combined) 59% down from 65% in 2019	Percentage of pupils reaching the higher standard in reading, writing and maths (combined) 7% down from 11% in 2019	Disadvantage gap index 3.23 Up from 2.91 in 2019
Percentage of pupils meeting the expected standard in reading 75% up from 73% in 2019	Percentage of pupils meeting the expected standard in writing TA 69% down from 78% in 2019	Percentage of pupils meeting the expected standard in maths 71% down from 79% in 2019

School

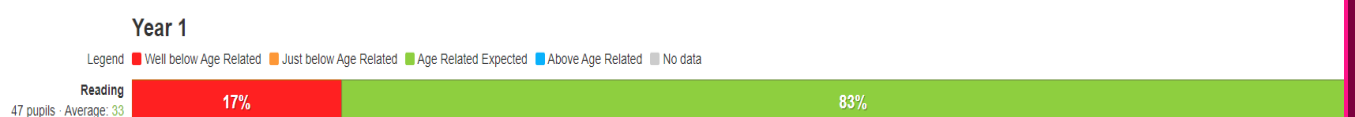
Headline facts and figures 2021/22

Percentage of pupils meeting the expected standard in reading, writing and maths (combined) 55%	Percentage of pupils reaching the higher standard in reading, writing and maths (combined) 3%	
Percentage of pupils meeting the expected standard in reading 74%	Percentage of pupils meeting the expected standard in writing TA 74%	Percentage of pupils meeting the expected standard in maths 72%

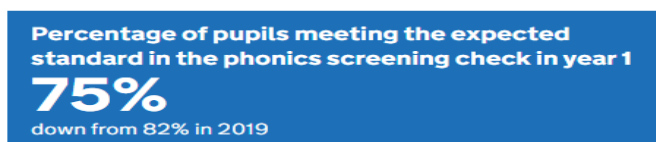
Priority 2 - Wellbeing

- Jigsaw curriculum embedded and being taught consistently. Monitoring has found evidence in books and pupil voice highlights the enjoyment children have during these lessons.
- Nurture data shows some improvements for some children and others have continued with ongoing nurture support. Throughout 2021 and 2022 we completed a Nurture programme cycle of six weeks on and six weeks off – where children needed further support, they were put back on the nurture timetable at week thirteen. Boxall profiles will continue to be completed by years Three through Six in the Spring Term 2023.
- Children continue to access Art therapy and this has been successful and has had positive effects for children accessing it.
- Music therapy was also completed through Herts Music Service and was very popular with the children who completed the sessions had positive outcomes.

Priority3 - Improve phonics attainment across the school.



Headline facts and figures - 2021/22



Priority 4 - Embedding the curriculum and enhancing the cultural capital of Pupil Premium children.

Throughout the year children have had the opportunity to enjoy many varied activities including, workshops, theatre company visits, swimming and opportunities within sport, mathematics, sciences, and school residential to the Isle of Wight. This has given our pupils the freedom and space to be self-organised our children have had the opportunity to play and explore and build resilience, curiosity, and creativity in environments that nurture, and ultimately access to cultural capital that has changed their lives.

Priority 5 - Improve low attainment for children in Reception by focusing on oral language and vocabulary, impacting overall on oracy.

In 2021-2022 we undertook many varied oral language approaches in order that our children developed comprehension and reading skills from explicit discussions of the content and processes of learning. Our language interventions supported learners' acquisition of vocabulary, articulation of ideas and spoken expression. Our oral language approaches included:

- targeted reading aloud and book discussions with young children
- explicitly extending pupils' spoken vocabulary
- the use of structured questioning to develop reading comprehension
- the use of purposeful, curriculum-focused, dialogue and interaction

Priority 6 - Families will receive support to promote parental engagement and build up skills to become co-educators.

Throughout 2021-2022 parents and carers have had the opportunity to come our school to see how reading is taught. Each Year Group has undertaken weekly 'Book Bonanza's' to encourage, teach and model how the reading process can be done at home. Parents and carers have been given the skills and knowledge to support their children's reading at home and this will continue in 2022-2023 and form part for our commitment in ensuring that every child is a reader.