

Pupil premium strategy statement – Bonneygrove Primary 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
Name of School	Bonneygrove Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	31.2%
Academic years that our current Pupil Premium Strategy plan covers	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Craig Hamilton
Pupil premium lead	Craig Hamilton
Governor / Trustee lead	Shen Hasekilderden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 142,397.00
Recovery premium funding allocation this academic year	£14,255.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 12,183.00
Total budget for this academic year <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>	£168,835.00

Statement of intent

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. Having high aspirations is important for the children in our school and this will be developed through our school values.

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 to improve outcomes for disadvantaged children and we intend to focus heavily on developing 'quality-first' teaching across the school. 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 such opportunities and will broaden their horizons, impacting positively 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 will aim to minimise digital poverty here at Bonneygrove Primary School. We will use a range of assessments as diagnostic tools to help identify clear starting points and identify barriers to learning which we will seek to remove.

Our ultimate objectives for this period are:

1. To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in Years Two, Three and Four in Reading, Writing and Maths
2. For all children in Key Stage 1 and Lower Key Stage 2 to make at least expected or accelerated progress
3. For all children's attainment to reach age-related expectations
4. To enhance the cultural capital of disadvantaged children by ensuring full access to resources to support learning

Pupil premium strategy plan

Challenges

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

Challenge number	Detail of challenge
1	Development of Phonics and Reading across EYFS and KS1
2	Further Development of Mathematics across all phases
3	Development of Writing from EYFS to end KS1
4	GLD attainment in writing and fine motor skills
5	CPD to ensure teaching and outcomes for all children are specific and contextual
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
Phonics and Reading across EYFS and KS1 are in line with Local and National Expectations.	Phonics: GLD - above previous years attainment and in line with national. Phonics Screening – above previous years attainment and in line with local and National Reading (KS1):
In Mathematics (across all phases) a focus on Times Tables, Four Operations, and challenge for the more able.	Times Tables: KS1 Pupils will know 2-, 5- and 10-times tables. KS2 (End of Y4) Pupils will know 1-12 times tables and in line with national expectations or above for MTC. Four Operations:

	<p>KS1 Pupils will be able to complete one step problems using the four operations.</p> <p>KS2 (End of Year 4) Pupils will be able to use the four operations up to four digits.</p> <p>More Able Challenge:</p> <p>KS1 Pupils will be able to solve simple one step mathematics challenges.</p> <p>KS2 Pupils by the end of Year Four will be able to solve two step challenges up to 1000.</p>
The development of writing skills across the curriculum from EYFS to KS1.	<p>Pupils will leave EYFS with correct pencil grip and be able to form individual letters correctly, segmenting simple CVC words correctly.</p> <p>KS1 pupils will write extended sentences that are phonetically plausible with the correct punctuation.</p>
Improve the level of writing in EYFS with more pupils achieving a Good Level of Development.	Pupils will write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.
Support for high quality teaching improves children's outcomes, ensuring they narrow the disadvantaged gap.	<p>Staff will be more confident in delivering high quality lessons as evidenced in staff supervision and lesson observations.</p> <p>Pupil outcomes in books will be evidenced through progression.</p>
Increased parental engagement in children's learning, supports pupil progress in order to achieve higher pupil outcomes.	<p>Parents engage with homework and in school workshops such as book bonanza.</p> <p>Each pupil premium family attends at least one school-based engagement event to support their child in their learning.</p>

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: £ 80,399

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 6 Extra Teacher £37,950	EEF Reducing class sizes= International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.	2&5
Year 5 Extra Teacher £14,449	EEF Reducing class sizes= International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.	2&5
Pupil Premium Trips / Activities £28,000	Building cultural capital in disadvantaged pupils PowerPoint Presentation (governmentevents.co.uk) (Government Events)	

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

Budgeted cost: £85908.71

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy Gold reading intervention £11,459.71	EEF - Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.	1
Shine interventions reading and mathematics £43,617	EEF - Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.	1
Targeted 1:1 support £22376	EEF- High-quality one to one and small group tuition 2. Targeted academic support EEF (educationendowmentfoundation.org.uk)	All
Lunchtime club with family support worker £1670	EEF – There is evidence that working with teaching assistants can lead to improvements in pupils’ attitudes, and also to positive effects in terms of teacher morale, workload and reduced stress.	1

Nurture sessions £5976	Studies have shown that nurture provision allows children to perform better academically (Sanders, 2007; Reynolds et al. 2009; Seth-Smith et al 2010), increases school attendance (Sanders, 2007), school enjoyment (Sloan et al. 2016) and reduces pupil exclusion (Ofsted 2011). (Nurture UK)	All
---------------------------	---	-----

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

Budgeted cost: £4213

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Uniform and equipment £2000	As above. EEF - Pupils from low socio-economic households are less likely to be able to afford the cost of school uniforms. Schools intending to change their School Uniform Policy should consider what provision can be made to cover the cost of uniform changes to disadvantaged pupils.	4
Counselling £600	Investigating the academic attainment and progress of children in receipt of individual counselling: A matched comparison study of primary school age children in England (Wiley) Investigating the academic attainment and progress of children in receipt of individual counselling:	1&2

	<u>A matched comparison study of primary school age children in England - Toth - Counselling and Psychotherapy Research - Wiley Online Library</u>	
Subscriptions £1613		1&2