



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 Hasekilerden

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>
<p>The development of writing skills across the curriculum from EYFS to KS1.</p>	<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>
<p>Improve the level of writing in EYFS with more pupils achieving a Good Level of Development.</p>	<p>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.</p>
<p>Support for high quality teaching improves children's outcomes, ensuring they narrow the disadvantaged gap.</p>	<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>
<p>Increased parental engagement in children's learning, supports pupil progress in order to achieve higher pupil outcomes.</p>	<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



<p>Nurture sessions £5976</p>	<p>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)</p>	<p>All</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4213

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Uniform and equipment £2000</p>	<p>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.</p>	<p>4</p>
<p>Counselling £600</p>	<p>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:</p>	<p>1&2</p>

	<p>A matched comparison study of primary school age children in England - Toth - Counselling and Psychotherapy Research - Wiley Online Library</p>	
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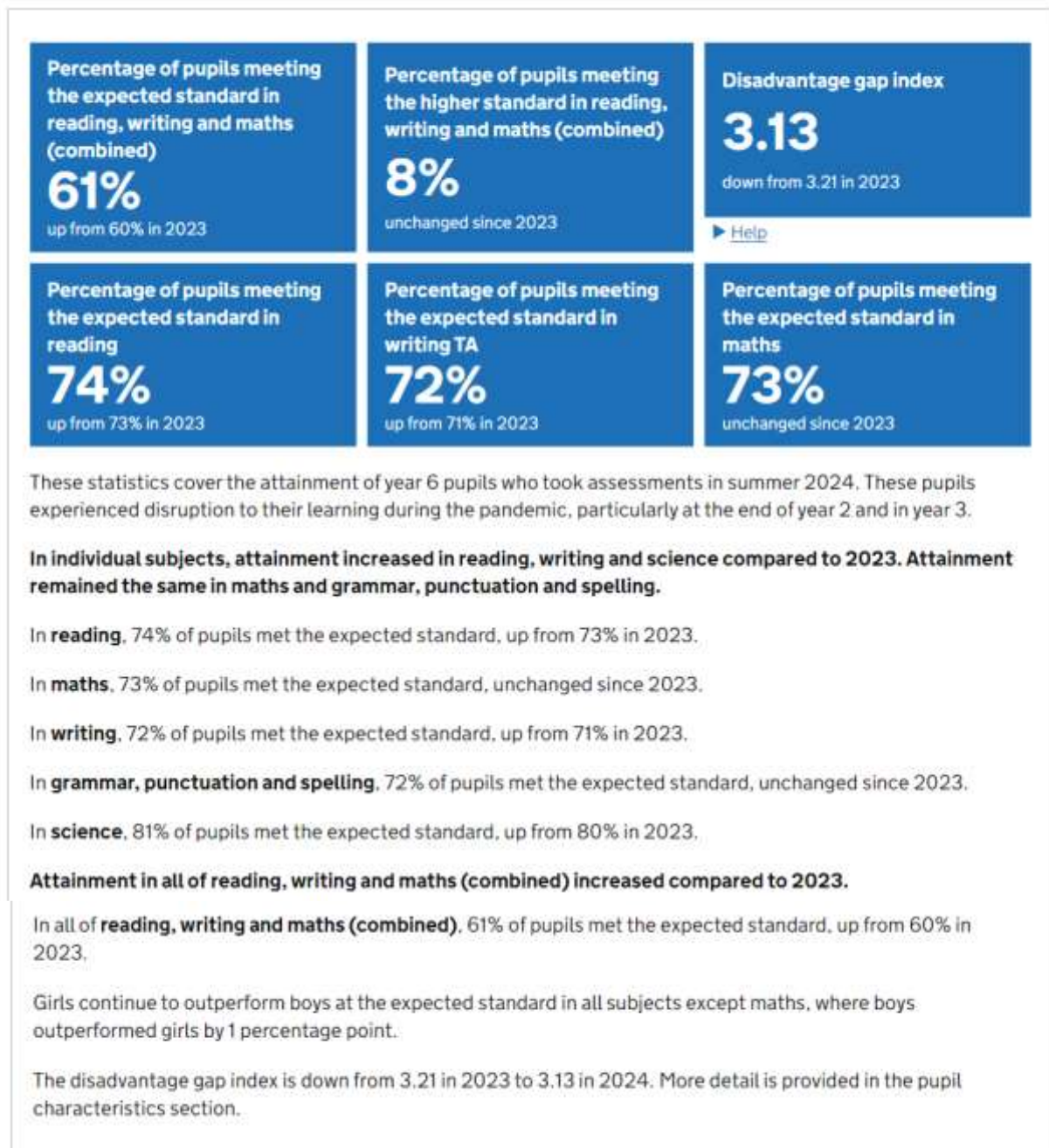


Subscriptions £1613		1&2
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Section B

Outcomes 2023-2024

Headline facts and figures - 2023/24



Further information can be found here: [Key stage 2 attainment, Academic year 2023/24 - Explore education statistics - GOV.UK](#)



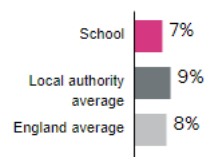
Quality first teaching and outcomes for all children

Key Stage Two

Pupils meeting expected standard in reading, writing and maths ?



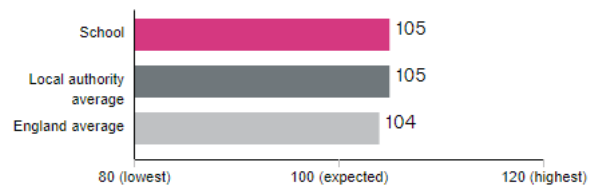
Pupils achieving at a higher standard in reading, writing and maths ?



Average score in reading ?

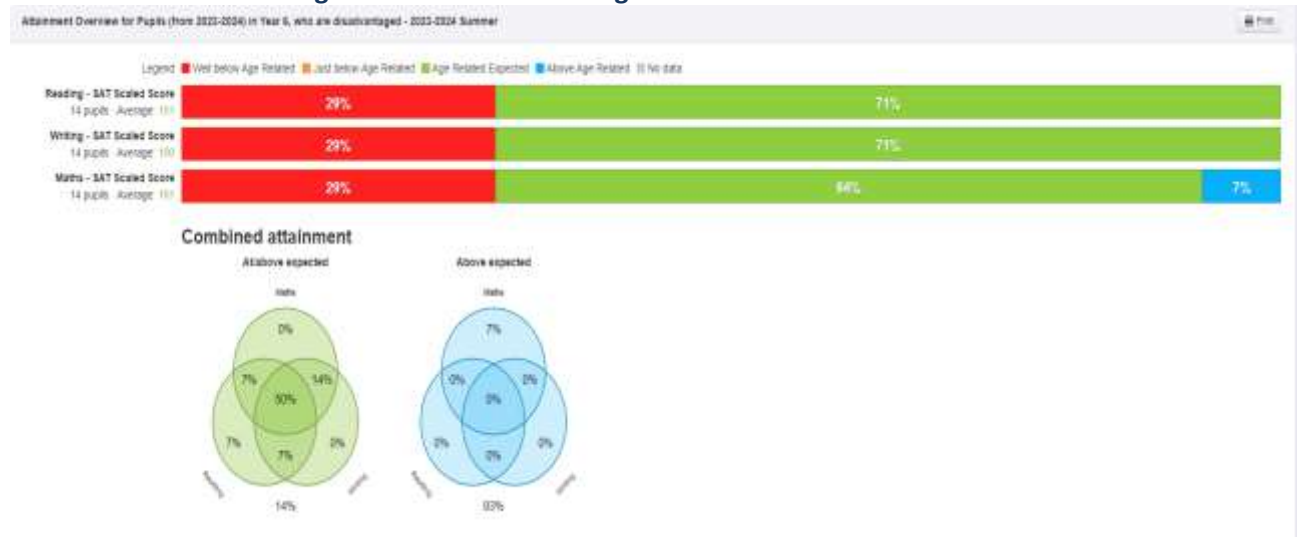


Average score in maths ?



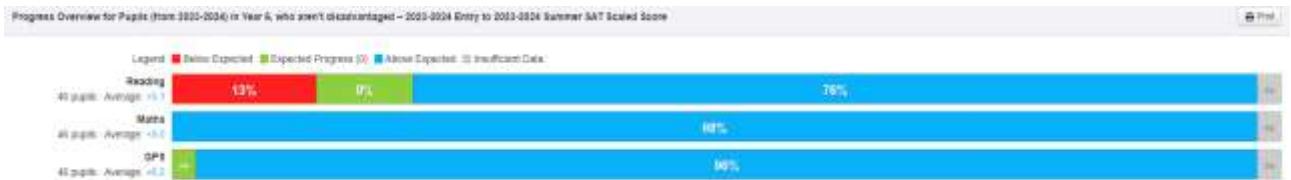
KS2 School Data July 2024

Attainment – Disadvantaged and Non-Disadvantaged





Progress Scores Disadvantaged and Non-Disadvantaged



Key Stage One Data 2023-2024

Key Stage 1		2018-2019		2021-2022		2022-2023		2023-2024		
Subject	Statistic	School	National	School	National	School	National	Cohort	School	National
Reading, Writing & Maths combined	% of pupils achieving the expected standard	70%	-64%	28%	-53%	42%	-55%	58	50%	-57%
Reading, Writing & Maths combined	% of pupils working at greater depth	11%	-10%	2%	-0%	2%	-6%	58	3%	-6%
Reading	% of pupils achieving the expected standard	79%	75%	39%	67%	58%	68%	58	69%	-71%
Reading	% of pupils working at greater depth	15%	25%	9%	18%	23%	19%	58	14%	-19%
Writing	% of pupils achieving the expected standard	77%	69%	37%	58%	50%	60%	58	66%	-62%
Writing	% of pupils working at greater depth	17%	15%	2%	8%	8%	8%	58	5%	-8%
Maths	% of pupils achieving the expected standard	77%	76%	50%	68%	56%	70%	58	59%	-71%
Maths	% of pupils working at greater depth	19%	22%	9%	15%	8%	16%	58	10%	-16%
Science	% of pupils achieving the expected standard	81%	82%	63%	77%	79%	79%	60	85%	-82%



EYFS Data 2023-2024

Early Years Foundation Stage									
Statistic	2018-2019		2021-2022		2022-2023		2023-2024		
	School	National	School	National	School	National	Cohort	School	National
% of pupils achieving a Good Level of Development	-	72%	62%	65%	71%	67%	38	76%	66%
% of pupils at the expected level across all early learning goals	-	71%	62%	63%	71%	66%	38	76%	66%
Average number of early learning goals at the expected level per pupil	-	-	13.8	14.1	15.1	14.1	38	15.2	14.1

Attainment Overview for Pupils (from 2023-2024) in Reception - 2023-2024 Summer - EYFSP



Combined attainment in 18 assessments



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 2023 and 2024 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. Lancaster Model was also completed for children transitioning to Year Seven.
- Two children have a mentor and signs indicate the programme is working one of the two children and we are currently looking for an alternative provision to support one child.



Improve phonics attainment across the school.

Phonics Screening Check									
Statistic	2018-2019		2021-2022		2022-2023		Cohort	2023-2024	
	School	National	School	National	School	National		School	National
% of pupils passing in Year 1	67%	82%	83%	75%	63%	79%	59	81%	80%
% of pupils passing check by end of Year 2	100%	91%	96%	87%	91%	89%	60	73%	91%

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.

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

In 2023/2024 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

Early Years Foundation Stage									
Statistic	2018-2019		2021-2022		2022-2023		Cohort	2023-2024	
	School	National	School	National	School	National		School	National
% of pupils achieving a Good Level of Development	-	72%	62%	65%	71%	67%	38	76%	68%
% of pupils at the expected level across all early learning goals	-	71%	62%	63%	71%	68%	38	76%	66%
Average number of early learning goals at the expected level per pupil	-	-	13.8	14.1	15.1	14.1	38	15.2	14.1

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

Throughout 2023/2024 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 2023-2024 and form part for our commitment in ensuring that every child is a reader.