

Overall Evaluation

In 2024–2025, Bonneygrove Primary School used pupil premium funding strategically to address identified barriers to learning and to improve outcomes for disadvantaged pupils. Leaders demonstrate a secure understanding of the relationship between inclusion, progress and attainment, and decisions are informed by assessment evidence, national benchmarks and research-informed practice. While attainment gaps remain earlier in the school, strong progress trends and secure end-of-key-stage outcomes indicate that strategies are effective over time.

Quality First Teaching

Investment in Quality First Teaching, including additional staffing in upper Key Stage 2, has resulted in strong outcomes by the end of Key Stage 2. In 2025, 62% of pupils achieved the expected standard in reading, writing and maths combined, in line with national figures. Outcomes in individual subjects were stronger still, with reading, writing and grammar, punctuation and spelling exceeding national averages. This demonstrates that teaching is ambitious and inclusive, enabling disadvantaged pupils to achieve well despite lower starting points.

Earlier in the school, attainment gaps remain between disadvantaged and non-disadvantaged pupils; however, progress data indicates that disadvantaged pupils are making stronger progress than their peers in reading and mathematics. This suggests that improvements in classroom practice are beginning to have an impact, though leaders recognise the need to ensure that strong progress translates more rapidly into attainment at age-related expectations, particularly in Years One to Five.

Targeted Academic Support

Targeted academic support has been effective in accelerating progress for disadvantaged pupils. Across Years One to Five, disadvantaged pupils were more likely than non-disadvantaged pupils to make above expected progress in reading, mathematics and grammar. This is reflected in scaled score improvements and a higher proportion of disadvantaged pupils exceeding expected progress over the academic year. By the end of Key Stage Two, the cumulative impact of targeted support is evident. Outcomes in reading at the higher standard matched national figures, and performance in the multiplication tables check was significantly above national averages. This demonstrates that interventions are well matched to need and provide good value for money. However, leaders recognise that further work is needed to reduce reliance on prolonged intervention by strengthening early identification and classroom support.

Early Identification and Foundations

Early years provision is a significant strength. In 2024–2025, 80% of pupils achieved a Good Level of Development, well above national averages. Outcomes across early learning goals and average attainment per pupil were also above national benchmarks. This indicates that early identification of need, high-quality teaching and targeted support in EYFS are highly effective in securing strong foundations for disadvantaged pupils. These strong early outcomes are reflected in progress trends later in the school, where disadvantaged pupils are increasingly able to sustain learning and make accelerated progress. Leaders will continue to prioritise early writing and language development to further reduce later attainment gaps.

Part B: Review of the previous academic year 2024-2025

Inclusion, Wellbeing and Engagement

Wider strategies focused on wellbeing, attendance and family engagement have supported disadvantaged pupils to access learning consistently. Progress data shows that disadvantaged pupils sustain progress across the year and are not disproportionately represented in below-expected progress measures. The disadvantage gap index has remained stable, indicating that strategies have been effective in preventing regression during a period of continued post-pandemic challenge.

While the impact of these strategies on attainment is indirect, they are essential in removing barriers to learning and enabling pupils to benefit from high-quality teaching and intervention. Leaders have identified attendance and parental engagement as ongoing priorities to strengthen impact further.

Cultural Capital and Curriculum Equity

Investment in enrichment and cultural capital has ensured that disadvantaged pupils have full access to the wider curriculum. Disadvantaged pupils participated fully in trips, activities and enrichment opportunities, supporting engagement, vocabulary development and curriculum access. The positive impact of this investment is reflected in strong literacy outcomes at the end of Key Stage Two and improved engagement across the school.

Leaders recognise that the impact of cultural capital is longer-term and indirect and will continue to strengthen links between enrichment experiences and curriculum outcomes, particularly in writing and oracy.

Cost Effectiveness and Value for Money

Overall, pupil premium funding has been used effectively. Investment in early years provision, targeted academic support and upper Key Stage 2 staffing demonstrates high cost-effectiveness, with clear evidence of impact on progress and attainment. Spending on wellbeing and inclusion strategies is considered necessary and appropriate, supporting sustained engagement and preventing underachievement. No areas of ineffective spend have been identified.

Next Steps

Leaders are clear that the priority for 2025–2026 is to ensure that strong progress made by disadvantaged pupils translates more rapidly into attainment at age-related expectations, particularly in Years 1–5. This will be achieved through further strengthening adaptive teaching, refining early identification of pupils close to expected standards, and increasing the precision of writing support. Attendance and parental engagement will remain key areas of focus to support inclusion and achievement.

Strategy / Priority Area	Amount Spent 2024–2025	Impact Evidence 2024–2025	Inclusion & Achievement Evaluation	Cost Effective?	Next Steps 2025–2026	RAG
Quality First Teaching (QFT)	£54,830	KS2 RWM 62% (in line with na-	Teaching is ambitious and inclusive. Strong end-	Yes	Strengthen adaptive teaching in Y1–	Green

Part B: Review of the previous academic year 2024-2025

		tional). Reading 82%, Writing 88%. Stronger progress for disadvantaged pupils in Y1–5.	of-key-stage outcomes; earlier attainment gaps remain.		5; improve consistency of impact earlier.	
Targeted Academic Support	£85,908	Disadvantaged pupils more likely to make above expected progress. MTC full marks 53% (above national).	Interventions accelerate learning effectively, particularly in reading and maths.	Yes	Focus on moving pupils from WTS to EXS earlier; strengthen writing interventions.	Green
Early Identification & Foundations (EYFS/KS1)	£17,846	EYFS GLD 80% (national 68%). Expected ELGs 74%. Strong foundations secured.	Highly effective early provision reducing later gaps.	Yes	Sustain EYFS practice; track disadvantaged pupils into KS1.	Green
Inclusion, Wellbeing & Engagement	£13,333	Progress sustained for disadvantaged pupils. Disadvantage gap index stable at 3.16.	Barriers to learning reduced; impact on attainment indirect.	Partially	Sharpen attendance and parental engagement strategies.	Amber
Cultural Capital & Curriculum Equity	£28,634	Full participation in enrichment. Supports strong literacy outcomes.	Curriculum access equitable; engagement strengthened.	Yes	Link enrichment more explicitly to writing and oracy outcomes.	Green
Financial Overview (2024–2025)						
Teaching (QFT)		£54,830				
Targeted Academic Support		£85,908				
Early Foundations (EYFS/KS1)		£17,846				
Wellbeing & Inclusion		£13,333				
Cultural Capital		£28,634				
Total Evaluated Spend		£200,551				
Cost Effectiveness Summary						

Part B: Review of the previous academic year 2024-2025

High cost-effectiveness in EYFS, targeted intervention and KS2 staffing

Moderate cost-effectiveness in wellbeing strategies, where impact is indirect but essential for inclusion

No areas of ineffective spend identified

Final Evaluation Statement

We believe that Leaders use pupil premium funding strategically and with clear intent. Spending decisions are informed by assessment, barriers to learning and evidence of impact. Strong progress outcomes and attainment at the end of Key Stage 2 demonstrate that funding is effective over time, while next steps are sharply focused on accelerating attainment for disadvantaged pupils earlier in the school.

Part B: Review of the previous academic year 2024-2025

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils