

Pupil premium strategy statement - Bonneygrove Primary School

School overview

Detail	Data
Number of pupils in school	397
Proportion (%) of pupil premium eligible pupils	32.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
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	£182,515
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
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>	£182,515

Statement of intent

At Bonneygrove Primary School, our commitment is to ensure that all pupils, regardless of their socio-economic background, make strong progress and access equitable opportunities to thrive academically and personally. We are dedicated to closing the attainment gap between disadvantaged pupils and their peers by fostering high aspirations, resilience, and a growth mindset, embedded through our core school values: Resilience, Honesty, Ambition, Creativity, Kindness, and Inclusion.

We recognise that high-quality, evidence-based teaching is the most impactful lever to improve outcomes for disadvantaged pupils. Therefore, our focus is on consistently delivering quality-first teaching across all year groups, complemented by targeted, evidence-informed interventions tailored to individual needs.

Wellbeing is a foundational priority; we aim to nurture confident, motivated learners who are supported emotionally and socially. For pupils already achieving well, we ensure continued challenge and enrichment to sustain progress and ambition.

We acknowledge the barriers faced by some disadvantaged pupils, including limited access to enrichment activities, digital resources, and learning support outside school. To address this, we commit to providing equitable access to trips, workshops, clubs, and ICT resources, actively combating digital poverty and broadening cultural capital to enhance learning experiences.

Using a robust assessment framework, we will identify pupils' starting points and barriers to learning, enabling us to deploy targeted support and monitor impact rigorously.

Our Key Objectives for the Current PPG Strategy Period:

1. Narrow the attainment gap in Reading, Writing, and Mathematics between disadvantaged and non-disadvantaged pupils.
2. Ensure that all pupils in Key Stage One and Lower Key Stage Two make at least expected or better progress.
3. Achieve age-related expectations for all pupils by the end of each key stage.
4. Enhance the cultural capital of disadvantaged pupils by guaranteeing full access to enriching resources and learning opportunities.

Challenges

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

Challenge number	Detail of challenge
1	Lower attainment and progress in Reading, Writing, and Maths among disadvantaged pupils compared to peers.
2	Attendance and persistent absence rates are higher among disadvantaged pupils, impacting learning continuity.
3	Limited access to enrichment activities and cultural capital for disadvantaged pupils.
4	Digital poverty restricting disadvantaged pupils' access to learning resources and homework support at home.
5	Social, emotional, and mental health needs more prevalent among disadvantaged pupils, affecting engagement and behaviour.

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. Disadvantaged pupils narrow the attainment gap in Reading, Writing, and Maths.	Measured by assessment data showing reduced gap in attainment between disadvantaged and non-disadvantaged pupils by end of academic year.
2. All pupils in KS1 and Lower KS2 make at least expected or accelerated progress.	Internal progress tracking and assessment data show the majority of disadvantaged pupils meet or exceed expected progress benchmarks.
3. All pupils achieve age-related expectations by the end of their respective key stages.	Percentage of disadvantaged pupils meeting age-related expectations increases year on year, tracked through termly assessments.
4. Disadvantaged pupils have equitable access to enrichment activities and cultural capital.	Participation rates in trips, clubs, and workshops for disadvantaged pupils match or exceed school average.
5. Digital poverty is minimised, ensuring disadvantaged pupils have necessary ICT resources at home.	Increased access to devices and internet for disadvantaged pupils, monitored through surveys and resource allocation records.
6. Improved wellbeing and social-emotional outcomes for disadvantaged pupils.	Reduction in behavioural incidents and referrals; increased engagement in school life and positive feedback from pupils and families.

Activity in this academic year

This details how we intend to spend our pupil premium funding this academic year to address the challenges listed above.

Budgeted cost: £84,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sustained whole-school CPD focused on high-quality teaching, adaptive instruction, explicit instruction and metacognition. Includes instructional coaching and mentoring for staff, particularly in year groups with higher proportions of disadvantaged pupils. Cost: £10,000	EEF rates high-quality teaching as having high impact for low relative cost. Well-designed, sustained CPD linked directly to classroom practice improves outcomes, particularly for disadvantaged pupils.	1, 5
Additional class teacher in Year Five (1.0 FTE, UPS1 – Fringe) to reduce class size, increase targeted instruction, improve feedback and raise progress and attainment. Cost: £49,000	EEF evidence indicates that increasing the amount and quality of effective instruction and feedback can have a moderate positive impact, particularly when staffing deployment is tightly targeted at disadvantaged pupils.	1
Additional Assistant Headteacher in Year Six (0.5 FTE, L6 – Fringe) to strengthen implementation through coaching, assessment, responsive teaching and intervention, improving consistency and outcomes. Cost: £30,000	EEF guidance highlights effective implementation and instructional leadership as enabling conditions for high-impact teaching. Coaching and monitoring increase the likelihood that strategies deliver impact.	1, 5

Budgeted cost: £63,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small-group and one-to-one tutoring in Reading, Writing and Maths, prioritising disadvantaged pupils below age-related expectations. Delivered in time-limited blocks aligned to classroom learning. Cost: £36,000	EEF evidence shows small-group tuition has high impact for moderate cost, especially when targeted, structured and closely aligned to classroom teaching.	1, 2
Early, structured interventions in KS1 and Lower KS2 focusing on phonics, reading fluency and number sense to prevent widening attainment gaps. Cost: £27,000	EEF evidence supports early intervention as effective in preventing learning gaps from widening, particularly when programmes are structured, monitored and delivered by trained staff.	1

Budgeted cost: £35,015

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted attendance support and family liaison, including early identification of persistent absence, meetings and coordinated early help support. Cost: £8,000	EEF identifies attendance as a key enabling factor for attainment. Removing barriers to attendance allows pupils to benefit fully from high-quality teaching.	2
Subsidised educational visits, clubs and	EEF guidance recognises that enrichment and wider experiences support	3

enrichment opportunities to ensure equitable access and increase cultural capital for disadvantaged pupils. Cost: £20,000	engagement and motivation, particularly when access barriers are removed.	
Provision of digital devices and access to online learning platforms to address digital poverty and support homework and independent study. Cost: £10,000	EEF guidance notes that ensuring access to learning resources reduces barriers and enables pupils to fully engage with learning beyond the classroom.	4
Targeted SEMH and wellbeing support (e.g. counselling, nurture provision, social skills interventions) to improve readiness to learn and engagement. Cost: £5,015	EEF evidence supports targeted SEMH approaches as improving engagement, behaviour and readiness to learn, enabling pupils to access teaching more effectively.	5

Total budgeted cost: £195015.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.