

Pupil premium strategy statement

School overview

Metric	Data
School name	Bonneygrove Primary School
Pupils in school	412
Proportion of disadvantaged pupils	18% (75)
Pupil premium allocation this academic year	£97,000 (£1345 per child) Including LAC
Academic year or years covered by statement	2020 - 2021
Publish date	15 TH October 2020
Review date	July 2021
Statement authorised by	Amanda Gable
Pupil premium lead	Charlene Georgiou
Governor lead	Jodie Klein

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	No summer data due to Covid-19
Writing	No summer data due to Covid-19
Maths	No summer data due to Covid-19

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	No summer data due to Covid-19
Achieving high standard at KS2	No summer data due to Covid-19

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1 – Improved outcomes	Ensure children make good progress through: <ul style="list-style-type: none">- quality first teaching- targeted responsive intervention and small group work for Literacy and Maths- Individualised approach to addressing barriers to learning and target setting in Literacy and Maths

	<ul style="list-style-type: none"> - Effective deployment of staff to support disadvantaged pupils - CPD for support running interventions and CPD opportunities for best practise - Pupil Premium Lead working additional day to support with monitoring, feedback and training.
Priority 2 – Wellbeing	<ul style="list-style-type: none"> - Return to school agenda - Place to be well-being priorities - To ensure children have wellbeing support and are able to have a chance to talk, solve problems and learn social skills via nurture group - Improve attitudes to learning through wave 1 teaching and nurture support where needed. - Improve social relationships – developing sympathy and empathy and maintaining positive relationships. - To embed zones of regulation as a whole school ethos to teach children self-management skills and emotional regulation. - Ensure children have access to behaviour support services where needed - Social skills interventions
Barriers to learning these priorities address	<ul style="list-style-type: none"> - Children having difficulties with social and emotional behaviour - Children not showing resilience or being able to deal with problems effectively - Children facing issues and anxiety around Covid-19 and lockdowns - Children feeling isolated within society due to lockdowns and social distancing. - Children having difficulties with social skills - Lack of consistent teaching or experiences both academically and socially
Projected spending	£97,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieving expected progress in Reading	July 2021
Progress in Writing	Achieving expected progress in Writing	July 2021
Progress in Mathematics	Achieving expected progress in Maths	July 2021
Phonics	Achieve national average expected standard in PSC	July 2021
Early Years Foundation Stage	Percentage of disadvantaged pupils achieving GLD is in line with national average	July 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1 – Improved Outcomes	<ul style="list-style-type: none"> - Responsive interventions delivered by TA's to address misconceptions/gaps in learning and focus on Maths and Literacy targets. - Year 6 to have additional teacher for mornings to support with Literacy and Maths - Reading eggs subscription for targeted children - Phonics CPD training in year 3 to support with interventions - Phonics intervention in early years and KS1 - Speech and language interventions in early years and KS1 – focusing on language and comprehension - Lowest 20% daily reading intervention - Metacognition and self-regulation approaches during group work. Flagship strategies for the whole school - LAC children able to access the same opportunities as their peers and funding towards virtual schools - Children to be able to have the same experiences of educational trips as their peers to broaden horizons

Priority 2 – Wellbeing	<ul style="list-style-type: none"> - Embedding Jigsaw curriculum (PSHE and RSE) and timetables for one hour per week. - Wellbeing support to be targeted primarily for disadvantaged children - Funding for upcoming referrals to Art therapy - Funding for educational trips - CPD – Art therapy course - Most vulnerable to have access to Art therapy counselling (Herts)
Barriers to learning these priorities address	<ul style="list-style-type: none"> - Targeting gaps early so children can access wave 1 teaching. - Children to catch up quickly and narrow the gap - Ensuring wellbeing is prioritised to aid learning - Children being behind academically in comparison to their peers - Children feel a sense of belonging to a community when engaging in Jigsaw curriculum - Children have limited vocabulary and low Literacy levels in reception - Children in early years needing exposure to literature and being able to comprehend text - Most vulnerable having additional support via reading eggs - Gaps in phonic knowledge due to Covid-19 - Children not being independent and heavily reliant on adult models
Projected Spending	<ul style="list-style-type: none"> - TA intervention time 6 hours per week - CG half day Thursday - AHT Mornings to teach smaller groups in year 6 for Literacy and Maths - Nurture to support with children's wellbeing <p>Total = £94345</p>

Wider strategies for current academic year

Measure	Activity
Priority 1 – Improving engagement	<ul style="list-style-type: none"> - Improve parental engagement via the use of marvellous Me - Communication around well-being and parenting to be added onto newsletter

	<ul style="list-style-type: none"> - Supporting parents with difficulties at home and improving home-school communication with the support of family support partnership - Encouraging the take up on courses and learning to support parents
Priority 2 – Improving attendance	<ul style="list-style-type: none"> - Holding in school meetings and Team around family meetings where necessary with help of family support partnership. - Holding catch up meetings with families and family support partnership - Holding in school attendance meetings
Barriers to learning these priorities address	<ul style="list-style-type: none"> - Lack of educational support at home or limited understanding of curriculum - Poor attendance and missing key learning opportunities - Lack of stable routines - Lack of educational work ethic
Projected spending	<ul style="list-style-type: none"> - Marvellous me - £489 - Family Support Workers - £2166 partially funded from PP budget to support key families - Total = £2655

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Ensuring enough time is given to lead responsive interventions	Ensuring Pupil Premium interventions are a school priority. Assistant Head to take a year 6 group in the morning
Wider strategies	Engaging with families that face a wide range of difficulties	Liaising closely with family support partnership Setting up meetings and TAF/s where necessary

Review: last year's aims and outcomes

Aim	Outcome
	<p>Please see the outcome document for 2019/2020 on the school website.</p> <p>Due to the Covid-19 pandemic a measure impact in relation to the</p>

	previous academic year could not be achieved.
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