

Pupil premium strategy statement

Bonneygrove Primary School

| Metric | Data |
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| 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 |

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| | <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 |
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| 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 |

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| 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 |
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| 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 |

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| | <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 |
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| 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 |
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| | <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> |

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| | previous academic year could not be achieved. |
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Review: last year's aims and outcomes 2020-2021

| Aim | Outcome |
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| Priority 1 – improving outcomes | <ul style="list-style-type: none"> - Note that there is no Spring Data due to lockdown and no previous summer date. Progress to be compared to the beginning of the year. - Attainment levels have regressed slightly due to Covid for R,W and M 34% ARE or above in reading, 20% ARE or above in Writing and 36% ARE or above in Maths. - 36% of children using reading eggs made positive progress, 71% did not make progress, this is believed to be due to children not accessing this during lockdown - 49% of children have made expected progress or above in Reading compared to 46% in Autumn. 36% in Writing and 51% in Maths - Responsive interventions continue to be a priority. Evidence of these interventions taking place through book looks and observations. In addition to responsive intervention, year groups are also implementing a wider range of interventions due to barriers they have identified since returning from lockdown. These include gross and fine motor interventions, Maths interventions, precision and spelling interventions. - Year 3 TA received in school phonics training to support phonics difficulties on year 3. - Year 1 streamed phonics intervention and overall progress of year group shows progress in both reading and writing - Children continuing to have provision maps and individual targets which staff use within intervention time. |

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| | <ul style="list-style-type: none"> - Daily reading for lowest 20% of readers has had a good impact overall across the school - 49 |
| Priority 2 - Wellbeing | <ul style="list-style-type: none"> - Jigsaw embedded within the curriculum and being taught consistently. Monitoring has found evidence in books and pupil voice highlights the joy children have during these lessons. - Nurture data shows some improvements for some children and others have continued nurture support. 74% of children have made positive progress on Boxall scores, 21% have made negative progress and these are due to ongoing difficulties. - Children continue to access Art therapy and this has been successful |
| Wider strategies | <ul style="list-style-type: none"> - Wellbeing and parent support now added to newsletters. Good feedback from parents who have engaged in courses. - Family support partnership continue to work with families to provide individualised support. 12 families currently receiving support at different levels and TAF meetings in place for some |