



Bonneygrove Primary School

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bonneygrove Primary School
Number of pupils in school	397
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Craig Hamilton
Pupil premium lead	Charlene Georgiou
Governor / Trustee lead	Shen Hasekilerden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,185.00
Recovery premium funding allocation this academic year	£12660.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£110,845.00

Part A: Pupil premium strategy plan

Statement of intent 2021- 2024

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 in order to achieve age-related expectations or above. We look at the child holistically and all children in receipt of the pupil premium funding will have an individual provision map to outline what we will do to support them to achieve the best they can in all areas of the curriculum. Having high aspirations is important for the children in our school and this will be developed through our learning powers ethos. Wellbeing will continue to be a priority at our school, particularly after the last two years of disruption due to the Covid-19 pandemic. 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 have to improve outcomes for disadvantaged children and we intend to focus heavily on developing 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 this is needed. We also realise that enrichment opportunities and resources are not always available to disadvantaged children and we will ensure that children are able to attend trips, workshops, clubs and other activities that provide enrichment opportunities and broaden their horizons. We will aim to ensure that all children have the resources they need to support their learning, particularly at home and through the use of ICT.

We will use a range of assessments as a diagnostic tool, to help identify clear starting points and identification of barriers to learning which we will seek to remove.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all children in school to make at least expected or accelerated progress.
- For all children's attainment to meet age related expectations.
- To enhance the cultural capital of disadvantaged children by ensuring full access to resources to support learning.

We aim to do this through:

- Improving teaching to ensure that it is high quality and inclusive.
- Promoting an ethos of having high aspirations for all children.
- To train and deliver high quality interventions to children that will benefit from them.
- Removing barriers to learning by ensuring that all disadvantaged children have resources they need for learning and have full access to all educational experiences by purchasing resources, where this is needed.

Challenges

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

Challenge number	Detail of challenge
1	Quality first teaching and outcomes for all children, including those who are disadvantaged.
2	Poor attainment in Reading, Writing and Mathematics and gaps between disadvantaged children and their peers. This has been further affected by Covid 19.
3	Difficulties with phonic attainment across the school, including those who are disadvantaged. This has been further affected by Covid 19.
4	Some children having limited access to learning resources, enrichment opportunities, trips and workshops.
5	Pupils come into Reception with low attainment. Children have difficulties with oral language and vocabulary, impacting oracy skills.
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
1. Improved quality first teaching to ensure all children, including those who are disadvantaged make good or better progress in order to close the gap between disadvantaged and non disadvantaged peers closes.	<ul style="list-style-type: none">• Monitoring, including lesson observations, and book looks will show progress• School assessment will show progress from starting points for all children, including those who are disadvantaged• Children will be able to talk about their learning and their next steps• Children will achieve age related expectations in all subjects
2. Improve attainment in Reading, Writing and Mathematics to close the disadvantaged gaps between disadvantaged children and their peers at school through targeted academic support.	<ul style="list-style-type: none">• All disadvantaged children will make good or better progress• Children will make progress with the support of targeted Wave 2 and 3 interventions• Children to achieve age related expectations in all subjects
3. Improve phonics attainment across the school, including those who are disadvantaged.	<ul style="list-style-type: none">• All disadvantaged children will make good or better progress• Children will make progress with the support of targeted Wave 2 and 3

	<p>interventions</p> <ul style="list-style-type: none"> • Children will pass the Phonics screening checks in year 1 • Rapid Catch up programme via Little Wandle Letters and Sounds
<p>4. Embedding the curriculum and enhancing the cultural capital of Pupil Premium children. Children having access to learning resources, enrichment opportunities, trips and workshops</p>	<ul style="list-style-type: none"> • All disadvantaged children to have funding or part funding for trips and enrichment activities to remove the financial barrier in accessing wider educational opportunities. • Children's attainment will be ARE or above across all curriculum subjects
<p>5. Improve low attainment for children in reception by focusing on oral language and vocabulary, impacting overall on oracy.</p>	<ul style="list-style-type: none"> • Nuffield Early Language Intervention (NELI) screening will show good progress for all children from their starting points, including those who are disadvantaged • Children will achieve ELG.
<p>6. Families will receive support to promote parental engagement and build up skills to become co-educators</p>	<ul style="list-style-type: none"> • All families in need of support will have access to services they need with the help of family support workers and school staff. • Families will attend workshops to support them with promoting learning at home. • Families will be supported to attend parent workshops.

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: £20,748

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher and TA training for Little Wandle Letters and Sounds Revised -complete systematic synthetic phonics Programme	Phonics EEF + 5 The EEF Guide to the Pupil Premium EEF tiered approach- quality teaching. EEF also recommends systematic synthetics phonics to maximize progress of children in Literacy.	1, 2, 3
Training for Reception teachers and TAs to deliver NELI screening and intervention (Government funded academic year 2021-2022)	Nuffield Early Language Intervention EEF+4 According to EEF, research shows that oral language skills, the foundations of which are developed by age four, are strongly associated with children's literacy, numeracy and educational attainment. However, there exists a gap between the language skills of disadvantaged children and their more advantaged counterparts. Early intervention has great potential to narrow this gap, and the Nuffield Early Language Intervention has previously demonstrated considerable promise.	2, 3, 5
Staff access to training through Herts for Learning.	The EEF Guide to the Pupil Premium EEF tiered approach – Quality First Teaching	1, 2
Additional experienced teacher (AHT) to teach English and Maths in year 6, four days per week, reducing class sizes to personalise learning. £16,248	The EEF Guide to the Pupil Premium EEF tiered approach – Quality First Teaching Reducing Class size EEF +2 As the size of a class or group gets smaller, the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes to all pupils.	1, 2

<p>Purchase of new books for classrooms and new library books to promote a reading culture across the school</p> <p>£4,500 library books (Match Funded)</p> <p>£4,500 levelled reading books</p>	<p>EEF Improving Literacy in Key Stage 1 and Key Stage 2</p> <p>Children need to be exposed to a wide range of high quality Literature to make progress.</p>	<p>2,3,4,5</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £63,225

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA training for Wave 2 and 3 interventions including Fischer Family Trust wave 3 intervention, High-five and the Nuffield Early Language Intervention</p> <p>Teacher and TA release time to train and deliver interventions</p> <p>£63,225</p>	<p>Teaching assistant interventions EEF +4</p> <p>EEF Selecting Interventions - Evidence insights</p> <p>EEF Making the best use of Teaching Assistants</p> <p>EEF cites interventionsforliteracy.org.uk as a credible source of intervention research</p> <p>The Dyslexia SPLD Trust – FFT Wave 3</p> <p>FFT Wave 3 intervention as been known to make useful to remarkable progress</p> <p>EEF recommends structured, high quality interventions and small group work</p>	2, 3, 5
<p>Read for 20 comprehension intervention with lowest 20% readers in each class</p>	<p>Reading comprehension strategies EEF + 6</p>	2, 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £34,544

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children to have access to learning resources e.g. laptops.</p> <p>School to fund enrichment opportunities, trips and workshops</p> <p>£20,000</p>	<p>Arts participation EEF +3</p> <p>During the Covid-19 pandemic, it was made widely known by the DfE that children without resources, particularly for home learning were at a disadvantage. Removing these barriers will help children to make progress in all aspects of their learning.</p>	4

Monitoring of attendance from admin and newly Appointed Parent Liason Officer Support collecting children in the mornings when necessary Supportive meetings with SLT and key priority families.	DfE report- link between attendance and attainment at KS2 - the higher the overall absence rate across the KS the lower the likely level of attainment. Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.	6
Broxbourne, Cheshunt and Waltham Cross School's Partnership, Family Support Workers to support the well-being of families and to provide support and signposting to supporting services. £4070	EEF Parental engagement + 4 Family workers to work closely with school staff to assess families' needs and provide a range of levelled support, improving parenting, financial and housing difficulties and general signposting, therefore allowing children to learn better when basic needs are met.	2,3,5,6
New Parent liaison officer role within school to support families with a variety of needs. £5,563 Partially funded through Pupil Premium Grant (25%)	EEF +3 Parental Engagement Social and emotional Learning +4 Leading to improved relationships between home and school.	2,3,5,6
Afternoon Nurture group sessions with Nurture Teacher £4586 Purchase of new Boxall Profile assessment to measure Social, emotional, health and well-being for individuals identified as needing support. £325	EEF Social and emotional learning +4	2
Workshops for parents to develop parental skills in English and Maths to support learning at home.	EEF + 3 Parental Engagement.	12, 3, 5

Total budgeted cost: £ 118,517

Part B: Review of outcomes in the previous academic year

Due to the Covid-19 pandemic impact, measure relation to the previous academic year could not be achieved.

Priority 1 – Improving outcomes:

- Attainment levels have regressed slightly due to Covid for Reading, Writing and Maths.
- 34% of children are working at ARE or above in Reading
- 20% of children are working at ARE or above in Writing
- 36% of children are working at ARE or above in Maths.
- 49% of children have made expected progress or more in Reading compared to 46% in autumn.
- 36% have made expected progress or more in Writing
- 51% of children have made expected progress or more 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's received in school phonics training to support phonics difficulties in 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.

Priority 2 – 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. 74% of children have made positive progress on Boxall scores, 21% have made negative progress and these are due to ongoing difficulties and family circumstances changing.
- Children continue to access Art therapy and this has been successful and has had positive effects for children accessing it.

Wider strategies

- 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.

Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year.
This will help the Department for Education identify which ones are popular in England*

Programme	Provider