

Pupil Premium strategy statement



This statement details our school's use of Pupil Premium funding (and Tutoring Grant) 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	Richard Bonington primary and Nursery School
Number of pupils in school	403 (F2-Y6)
Proportion (%) of pupil premium eligible pupils	18.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-26
Date this statement was published	Oct 2024
Date on which it will be reviewed	Sept 2025
Statement authorised by	L Barbuti
Pupil premium lead	L Barbuti
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	108,000
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	108,000

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all the subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our broad and overarching objectives for disadvantaged pupils at Richard Bonington is that:

- When they leave our school, their attainment is no different to that of non-disadvantaged pupils and as such they are academically ready for the transition to secondary school.*
- They very quickly lose any reading attainment deficit they have on entry to school and all leave KS1 as fluent and proficient readers.*
- They have access to and take up a wide range of enrichment opportunities that enable them to develop cultural capital, life experiences and personal and social skills that are no different to those of other pupils.*
- Their absence from school is no greater than non-disadvantaged pupils and is less than all pupils nationally.*

Challenges

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

Challenge number	Detail of challenge
1	25% of our PP children are EAL and 11/15 had no English on arrival this year.
2	Many children's writing attainment is below age expectation. This is particularly true of disadvantaged pupils.
3	Limited early reading experience affect attainment and progress in KS1 and KS2.
4	Limited maths experiences affect attainment and progress in KS1 and KS2.
5	Our attendance data over last year indicates that attendance among disadvantaged pupils has been lower than non-disadvantaged pupils.
6	The cost of enrichment activities can be prohibitive for PP children.
7.	Our observations and discussions with pupils have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.

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. EAL children will be settled in school and their English language proficiency will make measurable progress, to support their ability to access the full curriculum"	At least 80% of these pupils will show measurable progress in English proficiency (as determined by formal assessments, teacher observations, and ongoing language acquisition tracking) by the end of each term.
2. Children make at least expected progress in writing. Increased number achieving ARE and HS at end of key stages	The number of pupils attaining EXS+ and HS is greater than previous end of Key Stage attainment for each individual pupil. End of KS2 progress value for PP pupils is positive which indicates they have

	<i>made greater progress than other pupils nationally with the same starting point.</i>
<i>3. Children make at least expected progress in reading.</i>	<p><i>The number of pupils attaining EXS+ and HS is greater than previous end of Key Stage attainment for each individual pupil.</i></p> <p><i>End of KS2 progress value for PP pupils is positive which indicates they have made greater progress than other pupils nationally with the same starting point.</i></p>
<i>4. Children make at least expected progress in maths.</i>	<p><i>The number of pupils attaining EXS+ and HS is greater than previous end of Key Stage attainment for each individual pupil.</i></p> <p><i>End of KS2 progress value for PP pupils is positive which indicates they have made greater progress than other pupils nationally with the same starting point.</i></p>
<i>5. PP attendance increases to be in line with national figures for all pupils.</i>	<i>Attendance of identified PP pupils increases and the gap between PP and non-PP narrows.</i>
<i>6. To ensure that children have access to quality PSHE teaching through the SCARF programme and ELSA support.</i>	<i>Identified pupils requiring emotional literacy support will receive ELSA sessions regularly, with documented progress in emotional well-being, self-regulation, and social skills, based on ELSA reviews and pupil feedback.</i>
<i>7. To ensure that there are no barriers to the access of enrichment activities.</i>	<i>The percentage of PP children attending residentials, having music lessons and attending clubs is in line (or higher) than non-disadvantaged peers.</i>

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: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Offer continued training to staff on DfE validated Systematic Synthetic Phonics programme, including refresher training and ongoing CPD/coaching, particularly of new staff and KS2 TAs. Additional TA support in Year 1 for 2 terms to support to teach phonics in small groups. To use the Little Wandle rapid catch up programme for identified children in KS2. Delivered daily. Release time for monitoring the implementation. 	<p>Phonics approaches have a strong evidence base.</p> <p>EEF –Improving Literacy in key stage 1. Strand 3, 8</p> <p>Improving Literacy in key stage 2. Strand 2, 7</p> <p>EEF- Phonics, Toolkit</p>	1,2,3
<ul style="list-style-type: none"> Review KS2 reading expectations/structured guided reading sessions to ensure that gaps in children's abilities are covered. Teaching strategies to be developed in the light of data analysis and any improvements needed made to the structure of the lessons. New staff will be trained. Coaching will be offered to improve the quality of the sessions. Supported by the EQT Teaching and Learning Lead. 	EEF- Reading comprehension strategies +6 months	
<ul style="list-style-type: none"> To develop Talk for writing across the school- focussing on the invention stage. 	EEF- improving Literacy- writing/strand 5	

<ul style="list-style-type: none"> • Training on 'Free write' sessions to give children the interest in writing in a less structured way. • Training delivered and planned by consultant. • English team to coach and monitor the new programme. • Resources purchased to support the teaching of T4W 		
<ul style="list-style-type: none"> • Spelling- release coordinator to investigate the implementation of new spelling programme and support staff in implementation. 		
<ul style="list-style-type: none"> • CPD from maths team to look at the episodic teaching model. • Monitoring and coaching to implement this. • CPD on the effective mathematical pedagogy- specifically related to problem solving and reasoning and how we encourage these skills for the lowest 20%.. 	<p>EEF-Improving mathematics in early years and KS1 strand 1-5</p> <p>EEF- Improving mathematics in KS2 and KS3 strand 1-8</p> <p>EEF- Improving early Maths</p>	4
<ul style="list-style-type: none"> • Continue to embed the mastering number programme in F2 - teacher release to support implementation, train new staff and monitor implementation and impact of scheme. Continuation of the scheme in yrs 4 and 5. • Multiplication. Use of Times Tables Rockstars to promote tables knowledge. Maths team to support Yr2 and 3 to focus on tables teaching. 	<p>EEF- improving early Maths</p> <p>Strand 1-5</p>	4
<ul style="list-style-type: none"> • Purchase of additional tablets for staff to act as visualisers for effective whole class feedback. 	<p>EEF- effective feedback</p>	
<ul style="list-style-type: none"> • Staff instructional coaching- Writing to improve Quality first teaching. 	<p>72 hours over a 3-year period (24 hours coaching time- 1 hour per staff per term)</p> <p>EEF –Improving Literacy in key stage 1. Strand 3, 8</p>	1,2,3,4

	Maths Guidance KS1 & KS2 Improving Literacy in key stage 2. Strand 2, 7 EEF-Improving mathematics in early years and KS1 strand 1-5 EEF- Improving mathematics in KS2 and KS3 strand 1-8 Maths Guidance KS2	
<ul style="list-style-type: none"> • Ensure that the Teaching and learning CPD programme has been effective and is being implemented. • Release of 2 teachers to work with Deputy and Trust Tand L lead to implement PDP strategies, to raise engagement. • Coaching/monitoring/release 		1,2,3,4
<ul style="list-style-type: none"> • New teacher to be the designated EAL coordinator to look at our provision across school, to over see induction, liaison with parents. 		1
<ul style="list-style-type: none"> • New ELSA TA has access to regular ELSA supervision sessions to keep up with best practice. 		6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: 47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase web-based programmes to be used at home and at school Ed-shed Doodlemaths Times Table Rock Stars Lexia	EEF digital tecnologia EEF parental engagement	2,3,4,5,6
Small group tutoring for PP children with teacher.	Tuition targeted at specific needs and knowledge	1,2,3,4,5

<p>To include rapid catch up reading session for KS2 and additional phonics in KS1/F2</p> <p>To include phonics groups, pre and post teaching.</p>	<p>gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and small groups:</p> <p>Small group tuition, Toolkit Strand, EEF</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of ELSA to support targeted interventions to develop self-esteem, resilience and meet emotional needs of the children	<p>EEF- improving social and emotional learning in primary schools</p> <p>Strand 1,2,3,5</p> <p>EEF- Social and Emotional Learning</p> <p>educationalendowmentfoundation.org.uk</p>	1,2,3,4,5
Actively engage with parents to reinforce skills in the home environment with parent workshops.	<p>EEF- improving social and emotional learning in primary schools</p> <p>Strand 5</p> <p>EEF- Social and Emotional Learning</p> <p>PDF(educationalendowmentfoundation.org.uk)</p>	5,6
Cultural capital experiences – reduced cost for residential and trips. No cost for in school extra-curricular activities. Subsidised music lessons.	<p>Ofsted research 2019 places emphasis on improving cultural capital, particularly for disadvantaged pupils</p> <p>EEF sport participation and outdoor adventure increases engagement, attainment, and self-confidence.</p>	5,6

<p><i>Embedding principles of good practice in line with the new DfE guidance.</i></p> <p><i>This will involve training and release time for staff to develop and implement new procedures. Use of FFT attendance tracker to track targeted children.</i></p>	<p><i>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</i></p>	<p>5</p>
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Total budgeted cost: 117,000

Part B: Review of outcomes in the previous academic year- review for 23-24

Intended outcome	Success criteria
1. Children's oral language skills will be improved.	<p>Assessments and observations will show that children's oral language skills have improved and that they are able to use tier 2 vocabulary with confidence.</p> <p>6/7 PP children in F2 got age related in speaking.</p>
2. Children make at least expected progress in writing . Increased number achieving ARE and HS at end of key stages	<p>The number of pupils attaining EXS+ and HS is greater than previous end of Key Stage attainment for each individual pupil.</p> <p>End of KS2 progress value for PP pupils is positive which indicates they have made greater progress than other pupils nationally with the same starting point.</p> <p>End of Ks2</p> <p>No progress data for the year 23-24 for Yr 6. 57% of FSM children achieved are/+ (4/7). 1 of the children who didn't was PKS. This was 1 pupil below national PP.</p> <p>End of KS1</p> <p>50% (5/10) of FSM children reached ARE/+ compared to 60% non FSM. 1 FSM child is EAL and didn't speak English on arrival to school in January. 38% of FSM children reached expected levels at the end of EYFS, so there has been some improvement.</p>
3. Children make at least expected progress in reading .	<p>The number of pupils attaining EXS+ and HS is greater than previous end of Key Stage attainment for each individual pupil.</p> <p>End of KS2 progress value for PP pupils is positive which indicates they have made greater progress than other pupils nationally with the same starting point.</p>

	<p>End of Ks2</p> <p>No progress data for the year 23-24 for Yr 6.</p> <p>29% of FSM (2/7) achieved ARE/+ in reading. 1 child was PKS, 2 were within 2 marks of ARE. 1 child was GDS. This was 3 pupils below national FSM.</p> <p>End of KS1</p> <p>56% of FSM reached ARE/+ (5/9). This is 1 pupil below the national FSM figure. 1 child who didn't achieve arrived in the country in January with no English.</p>
4. Children make at least expected progress in maths .	<p>The number of pupils attaining EXS+ and HS is greater than previous end of Key Stage attainment for each individual pupil.</p> <p>End of KS2 progress value for PP pupils is positive which indicates they have made greater progress than other pupils nationally with the same starting point.</p> <p>End of Ks2</p> <p>No progress data for the year 23-24 for Yr 6.</p> <p>43% of FSM children achieved ARE/+ (2 pupils below the national). 1 child was pks.</p> <p>End of KS1</p> <p>56% of FSM achieved ARE/+ in Maths (1 pupil below the national fsm figure). 1 child joined in January with no English.</p>
5. PP attendance increases to be in line with national figures for all pupils.	<p>Attendance of identified PP pupils increases and the gap between PP and non-PP narrows.</p> <p>Attendance of PP children is 92.2%. 94% is good attendance. The national guideline is 91.6%.</p> <p>Of our PP children 15.8% are persistently absent, compared to 29% national guideline.</p>

	<p>This is an improvement on last year: PP attendance for 22-23 was 90.4%, 31% of PP children were PA.</p>
<p>6. To ensure that children have access to quality PSHE teaching through the SCARF programme, ELSA support and that there are no barriers to the access of enrichment activities.</p>	<p>The percentage of PP children attending residentials, having music lessons and attending clubs is in line (or higher) than non disadvantaged peers.</p>
	<p>45% of PP children attended clubs, which is higher than last year (40%).</p>