



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 | 386 (F2-Y6) |
| Proportion (%) of pupil premium eligible pupils | 24% |
| 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 2026 |
| Statement authorised by | L Barbuti |
| Pupil premium lead | L Barbuti |
| Governor / Trustee lead | |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | 142,000 |
| 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 | 142,000 |

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 | 16% of our PP children are EAL. |
| 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. |
| 8 | Many children enter school with underdeveloped early language and vocabulary skills, which impacts their ability to access the curriculum and engage with learning. |

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. |

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| <p>2. Children make at least expected progress in writing. Increased number achieving ARE and HS at end of key stages</p> | <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>3. Children make at least expected progress in reading.</p> | <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>4. Children make at least expected progress in maths.</p> | <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>5. PP attendance increases to be in line with national figures for all pupils.</p> | <p>Attendance of identified PP pupils increases and the gap between PP and non-PP narrows.</p> |
| <p>6. To ensure that children have access to quality PSHE teaching through the SCARF programme and ELSA support.</p> | <p>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.</p> |
| <p>7. To ensure 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>8. Children's early language and vocabulary improves through targeted teaching and support, enabling better access to the curriculum.</p> | <p>Children identified with language delay make measurable progress in speech and vocabulary</p> |

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: £55,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <ul style="list-style-type: none"> • Raise the profile of phonics in school and raise expectations, by offering further training to staff on DfE validated Systematic Synthetic Phonics programme, including refresher training and ongoing CPD/coaching, particularly of new staff. • Additional TA support to teach phonics in small groups, using the Little Wandle rapid catch up programme for identified children in KS2. Delivered 3 x per week. • Release time subject lead 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. • Embed new whole class reading strategy that started in 24-25. • 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. | <p>EEF- Reading comprehension strategies +6 months</p> | |

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| <ul style="list-style-type: none"> • Small 'fluency' groups to be delivered to identified children 3x per week. | | |
| <ul style="list-style-type: none"> • To monitor the use of Talk for Writing, identifying strengths and weaknesses. • Further training delivered and planned by consultant. • English team to coach and monitor the new programme. • Resources purchased to support the teaching of T4W • Participate in EQT triad to develop best practice. • Further release time to allow lead to do planning scrutiny, books looks and team teaching. | EEF- improving Literacy-writing/strand 5 | |
| <ul style="list-style-type: none"> • Spelling- release coordinator to investigate the implementation of new spelling programme and support staff with next steps. • Investigate cross over from Little Wandle spelling in Yr 2 with our current strategies- looking at strengths and weaknesses. | | |
| <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%.. | EEF-Improving mathematics in early years and KS1 strand 1-5 EEF- Improving mathematics in KS2 and KS3 strand 1-8 EEF- Improving early Maths | 4 |
| <ul style="list-style-type: none"> • Continue to embed the mastering number programme in F2 & KS1. Teacher release to support implementation, train new staff and monitor implementation and impact of scheme. • Multiplication. Use of Times Tables Rockstars to promote tables knowledge. Maths team to | EEF- improving early Maths Strand 1-5 | 4 |

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| <p>support Yr2 and 3 to focus on tables teaching.</p> <ul style="list-style-type: none"> • Move towards number sense in KS2- trialled in 2 year groups and then rolled out across the school to replace Mastering number in KS2. | | |
| <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 Maths Guidance KS1 & KS2</p> <p>Improving Literacy in key stage 2. Strand 2, 7</p> <p>EEF-Improving mathematics in early years and KS1 strand 1-5</p> <p>EEF- Improving mathematics in KS2 and KS3 strand 1-8 Maths Guidance KS2</p> | 1,2,3,4 |
| <ul style="list-style-type: none"> • EAL coordinator to attend 3 day training and cascade initiatives back to staff. SDM's to follow in Spring. | | 1 |
| <ul style="list-style-type: none"> • New ELSA TA has access to regular ELSA supervision sessions to keep up with best practice. | | 6 |
| <ul style="list-style-type: none"> • Senior leader to start NPQEL for best practice in EYFS. • F1 lead to attend training on quality interactions. Training to follow for EYFS staff. Monitoring to follow to assess strengths and weaknesses. Support to be provided by EQT T&L lead. • Resources purchased to support assessment of vocabulary. | | |

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

Budgeted cost: 50,000

| 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 technology EEF parental engagement | 2,3,4,5,6 |
| Small group tutoring for PP children with teacher. To include rapid catch up reading session for KS2 and additional phonics in KS1/F2 To include phonics groups, pre and post teaching. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and small groups: Small group tuition, Toolkit Strand, EEF | 1,2,3,4,5 |
| Small group work to take place with identified children in EYFS to extend opportunities for quality talk time. | | |

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

Budgeted cost: 37,000

| 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 | EEF- improving social and emotional learning in primary schools Strand 1,2,3,5 EEF- Social and Emotional Learning educationalendowmentfoundation.org.uk | 1,2,3,4,5 |
| Actively engage with parents to reinforce skills in the home environment with parent workshops. | EEF- improving social and emotional learning in primary schools Strand 5 | 5,6 |

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| | EEF- Social and Emotional Learning PDF(educationalendowmentfoundation.org.uk) | |
| Cultural capital experiences – reduced cost for residentials and trips. No cost for in school extra-curricular activities. Subsidised music lessons. | Ofsted research 2019 places emphasis on improving cultural capital, particularly for disadvantaged pupils EEF sport participation and outdoor adventure increases engagement, attainment, and self-confidence. | 5,6 |
| Embedding principles of good practice in line with the new DfE guidance. This will involve training and release time for staff to develop and implement new procedures. Use of FFT attendance tracker to track targeted children. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 5 |

Total budgeted cost: 142,000

Part B: Review of outcomes in the previous academic year- review for 24-25

| Intended outcome | Success criteria |
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| <p>6. 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"</p> | <p>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.</p> <p>In 24-25 there were 15% of children with EAL. This is 67 children. Of those 61, 23 of them have been with us for less than a year.</p> <p>Looking at statutory groups data:</p> <ul style="list-style-type: none"> • In Year 2 36.4% achieved ARE/+ in reading. This compared to 57.1% in Yr 1. • For writing 36.4% achieved ARE/+ compared to 42.9%. • However 4 new EAL children joined the year group during the year. • In Year 6 in reading 50% achieved ARE/+, with 33.3% achieving GDS. This stayed the same from Year 5. • In writing 68% of children achieved GDS/+, compared to 33.3% in Yr 5. |
| <p>7. Children make at least expected progress in writing. Increased number achieving ARE and HS at end of key stages</p> | <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> <ul style="list-style-type: none"> • No progress data for the year 24-25 for Yr 6. • 50% of PP children achieved are/+ (6/12). • 1 of the children who didn't was EAL and been learning English for 12 months. • This was 2 pupils below national PP. • 13%- 1 child- achieved GDS. This was in line with national figures. <p>End of KS1</p> <ul style="list-style-type: none"> • 42.9% achieved ARE/+, which is 2 children below the national PP figure • None of this group achieved GDS. |

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| | <ul style="list-style-type: none"> 29% of this group of PP children are EAL and have been in the country for 12-18 months. |
| 8. 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> <ul style="list-style-type: none"> No progress data for the year 24-25 for Yr 6. 58.3% achieved ARE/+ in reading. This was 1 child below the national PP figure. Last year this figure was 29%. 16.7% achieved GDS. This was 1 pupil below the national PP figure. <p>End of KS1</p> <ul style="list-style-type: none"> 56% of PP reached ARE/+ (5/9). This is 1 pupil below the national PP figure. 7.1% achieved GDS- this is 1 child below the national PP figure. 29% of this group of PP children are EAL and have been in the country for 12-18 months. |
| 9. 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> <ul style="list-style-type: none"> No progress data for the year 24-25 for Yr 6. 58.3% of PP children achieved ARE/+ (1 pupils below the national PP figure). <p>End of KS1</p> <ul style="list-style-type: none"> 57.1% of PP achieved ARE/+ in Maths (1 pupil below the national PP figure). 29% of this group of PP children are EAL and have been in the country for 12-18 months. |
| 10. 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 95.2% (whole school = 96.8%) The national figure for PP is 92.1%. Of our PP children 14.9% are persistently absent, compared to 26.5% national figure</p> |

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| <p>11. To ensure that children have access to quality PSHE teaching through the SCARF programme and ELSA support</p> | <p>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.</p> |
| <p>12.7. To ensure that there are no barriers to the access of enrichment activities.</p> | <p>35% of PP children received ELSA last year. 72% of children felt it had improved their well being.</p> <p>The percentage of PP children attending residential, having music lessons and attending clubs is in line with non disadvantaged peers.</p> |