Pupil Premium strategy statement 2026–29

This statement sets out how Richard Bonington Primary and Nursery School intends to use pupil premium funding in 2026–29 to improve outcomes for disadvantaged pupils, informed by the review of 2025–26.

School overview

Detail	Data
School name	Richard Bonington Primary and Nursery School
Number of pupils in school	399 (F2-Y6)
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers	2026–27
Date this statement was published	Autumn 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Natalie Betts
Pupil premium lead	Natalie Betts
Governor / Trustee lead	Katharine Mirfin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£155000
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	£155000

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 subject areas. We will support disadvantaged pupils, including those who are already high attainers, through high-quality teaching, targeted academic support and wider strategies.
The 2025–26 review identifies writing, particularly in Years 2 and 3, attendance and early language as priorities. We will sustain improvements in reading and maths while using individual assessment to identify gaps and judge progress. We will extend language tracking from F2 into KS1 and support pupils learning English according to assessed need. Our overarching objectives are that disadvantaged pupils leave academically ready for secondary school; become fluent, confident readers; develop strong writing and mathematical understanding; participate in enrichment opportunities; and attend regularly. SCARF teaching, ELSA support and work with families will help address barriers to learning. We will review implementation and pupil outcomes each term and adjust support where it is not having the intended impact.

Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged pupils learning English as an additional language need more support with vocabulary, language proficiency and access to the curriculum.
2	Writing remains a priority. PP pupils need support with transcription, spelling, sentence construction and composition.
3	Some pupils need additional phonics, fluency and comprehension support.
4	Some pupils need support with number knowledge, reasoning and problem solving.
5	PP pupils face several barriers that result in their attendance being lower than that of non-disadvantaged pupils. Improving attendance and reducing persistent absence remain priorities.
6	Cost and other practical barriers can limit access to enrichment.
7	Social and emotional needs can affect engagement and learning

Challenge number	Detail of challenge
8	Underdeveloped early language and vocabulary can restrict access to 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 July 2027
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 identified pupils receiving EAL support show measurable improvement from their language baseline by the end of the year, using a consistent proficiency assessment and teacher evidence.
2. Children make at least expected progress in writing. Increased number achieving ARE and HS at end of key stages	From the autumn 2026 baseline, PP attainment at expected standard or above improves in all year groups against the July 2026 position. Year 6 writing outcomes are above those of disadvantaged pupils nationally. Writing progress value is at least typical.
3. Children make at least expected progress in reading.	From the autumn 2026 baseline, PP attainment at expected standard or above improves in all year groups against the July 2026 position. Year 6 reading outcomes are above those of disadvantaged pupils nationally. Reading progress value is at least typical.
4. Children make at least expected progress in maths.	From the autumn 2026 baseline, PP attainment at expected standard or above improves in all year groups against the July 2026 position. Year 6 maths outcomes are above those of disadvantaged pupils nationally. Maths progress value is at least typical.
5. PP attendance remains above national PP figures and moves to be closer to national for all pupils.	PP attendance is above 93%. PP persistent absence is below 23%.
6. To ensure that children have access to quality PSHE teaching through the SCARF programme and ELSA support.	Identified pupils have received planned ELSA support. Compare pre- and post-support SDQs, pupil and family feedback and classroom evidence.

Intended outcome	Success criteria July 2027
7. To ensure that there are no barriers to the access of enrichment activities.	PP club participation increases above the 2025–26 baseline of 61%.
8. Children's early language and vocabulary improves through targeted teaching and support, enabling better access to the curriculum.	Language tracking operates in F2 and KS1, with autumn baselines and termly reviews. Children receiving targeted support show measurable improvement in assessed vocabulary and language skills against individual targets.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Provide refresher training and coaching in Little Wandle phonics, especially for new staff. The phonics lead will monitor consistency and identify pupils requiring additional practice. Deliver assessed KS2 rapid catch-up support three times weekly, with half-termly reviews.	EEF Improving Literacy in KS1; Phonics toolkit. Systematic phonics supports early decoding.	1, 3
• Embed structured whole-class reading through training, coaching and lesson review. Give particular attention to Year 2 reading and transition into KS2. Use assessed fluency groups three times weekly and check comprehension alongside decoding.	EEF Improving Literacy in KS1 and KS2; Reading comprehension strategies toolkit.	1, 3
• Prioritise Talk for Writing implementation. English leaders will use coaching, consultant support where agreed, planning review, book scrutiny and termly moderation to improve sentence construction and composition.	EEF Improving Literacy in KS1 and KS2 guidance on modelling, supported practice and writing.	1, 2

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Review spelling provision and progression from Little Wandle spelling in Year 2 into KS2. Use diagnostic assessment to identify transcription and spelling gaps, agree consistent routines and review impact through independent writing.	EEF Improving Literacy in KS1 and KS2 guidance on transcription and composition.	2, 3
• Provide maths CPD and coaching on episodic teaching, modelling, reasoning and problem solving. Use diagnostic checks to adapt teaching for pupils with gaps and monitor how effectively disadvantaged pupils access tasks.	EEF Improving Mathematics in the Early Years and KS1; Improving Mathematics in KS2 and KS3.	4
• Continue Mastering Number in F2 and KS1, with training and monitoring. Review the impact of the KS2 number-sense trial before extending it. Support multiplication fluency through explicit teaching and purposeful Times Tables Rock Stars and Number Sense practice.	EEF early mathematics and KS2 mathematics guidance on number knowledge and fluent calculation.	4
• Use instructional coaching to strengthen writing and responsive teaching. Agree a termly coaching focus from assessment and lesson evidence; monitor resulting changes in teaching and pupil work.	EEF literacy and mathematics guidance; professional development and implementation guidance.	1, 2, 3, 4
• EAL coordinator to review training needs, support staff with language assessment and classroom scaffolding, and establish consistent tracking into KS1. Link language targets to curriculum access without treating EAL as disadvantage.	EEF literacy guidance on oral language and vocabulary; Oral language interventions toolkit.	1, 8
• Provide regular supervision for the ELSA practitioner and support consistent SCARF teaching. Review referrals, pupil targets and how skills developed in sessions transfer to class.	EEF Improving Social and Emotional Learning in Primary Schools.	7

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Build on EYFS training in quality interactions. Extend F2 language tracking into KS1, train staff in the agreed assessment approach, and use observations and coaching to improve vocabulary teaching and purposeful talk.	EEF Preparing for Literacy; Improving Literacy in KS1; Oral language interventions toolkit.	1, 8

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

Budgeted cost: £53,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review EdShed, DoodleMaths, Times Tables Rock Stars and Lexia subscriptions against identified needs and usage. Provide supported access where home access is limited. Review progress each term and retain programmes only where they support planned teaching.	EEF guidance on digital technology and parental engagement: use technology to support clear learning goals and teacher feedback.	2, 3, 4
Provide assessed small-group tuition and pre- and post-teaching for identified PP pupils. Prioritise writing gaps alongside phonics, reading and maths needs. Set individual targets, link sessions to class teaching and review impact half-termly.	EEF Small group tuition toolkit; literacy and mathematics guidance. Target support to specific assessed gaps.	1, 2, 3, 4

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide structured small-group language work in EYFS and KS1 for identified pupils. Use baseline assessments, planned vocabulary and quality talk, with termly language reviews and liaison with families and specialist services where needed.	EEF Preparing for Literacy; Oral language interventions toolkit.	1, 8

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

Budgeted cost: £37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted ELSA support to develop emotional literacy, resilience and self-regulation. Use pre- and post-support SDQs with pupil, parent and staff feedback, record the cohort assessed and review classroom impact.	EEF Improving Social and Emotional Learning in Primary Schools; 2025–26 school review reports improvement for 79% of the assessed children.	7
Work with families through focused workshops and individual support on reading, language, wellbeing and attendance. Monitor take-up and whether families can use the agreed approaches at home.	EEF Working with Parents to Support Children's Learning; social and emotional learning guidance.	1, 3, 5, 7, 8
Continue reduced-cost residentials and trips, free in-school extracurricular activities and subsidised music lessons, subject to confirmed funding. Track participation within each pupil group, contact families where take-up is low and resolve practical barriers.	School review: 61% of PP pupils accessed a club in 2025–26. Monitor access and impact locally rather than assume enrichment automatically raises attainment.	6, 7

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use weekly attendance checks and EDT tracking to identify emerging absence. Agree individual plans with families, review persistent absence regularly and coordinate pastoral support. Report PP attendance, non-PP attendance and persistent absence termly.	DfE attendance guidance; 2025–26 school review: PP attendance 93% and PP persistent absence 24%.	5, 7

Total budgeted cost: £155,000

Part B: Review of outcomes in the previous academic year 2025–26

Intended outcome	Review of outcomes 2025–26
EAL language and curriculum access	53 EAL pupils in F2–Y6: 57% reached expected or above in reading, 43% in writing and 64% in maths. This is a higher percentage compared to July 2025. However, whilst this is an increase, we would want to attainment percentages to be higher. Additionally, because of the low starting points of some pupils, they may have remained WTS but have made strong progress because they have moved from lower end of WTs to top end of WTS.
Writing	PP attainment increased from July 2025 in Years 4, 5 and 6 but declined in Years 2 and 3. <u>Year 6</u> 57% of Year 6 PP pupils made positive progress in writing, 33% made negative progress and 10% were new to the country. Our disadvantaged progress score for writing was 0, which is better than the national average for disadvantaged pupils.
Reading	PP attainment increased from July 2025 in Years 3–6 and declined slightly in Year 2. <u>Year 6</u> 5/21 (24%) made better than expected progress by lifting up a judgement. 14/21 (67%) made typical progress by staying at the same judgement. 2/21 (10%) made less than typical progress by dropping back a judgement. However, our progress score for disadvantaged pupils -2.5 which is negative. This is because whilst some children attained EXS or WTS, their scaled score was in the lower range of this judgement band.
Maths	PP attainment improved in Years 2, 3, 5 and 6, and was unchanged in Year 4. <u>Year 6</u> 4/21 (19%) made better than expected progress by lifting up a judgement. 13/21 (62%) made typical progress by staying at the same judgement. 3/21 (14%) made less than typical progress by dropping back a judgement. However, our progress score for disadvantaged pupils -3.3 which is negative. This is because whilst some children attained EXS or WTS, their scaled score was in the lower range of this judgement band.

Intended outcome	Review of outcomes 2025–26
Attendance	Our PP pupil's attendance at 92.7% is above that over PP pupils nationally at 92.0 %. Persistence absence for PP pupils was 24.1% which is lower than the National average of PP children at 27.3%. However, PP pupils' absence was greater than absence nationally for all pupils and we wish to close this gap.
PSHE and ELSA	PP pupils accounted for 30% of children receiving ELSA. The review states that support improved outcomes for 79% of those children, based on SDQs from children, staff and parents.
Enrichment	Of pupils accessing clubs, 46% were PP and 54% non-PP. Within the PP cohort, 61% accessed a club. The share of club attendees does not demonstrate equal participation rates between groups. Residential and music participation data were not supplied; track these separately in 2026–27.