

Pupil premium strategy statement – St Bonaventure’s RC Primary School.

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	404
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Sarah Ballantine
Pupil premium lead	Stephanie Woolley
Governor / Trustee lead	Sarah Sarfo-Annin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,925
Recovery premium funding allocation this academic year	£5,800
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£56,725

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to provide a nurturing and supportive environment where every person is valued and empowered to be the best they can be. We recognise that some of our families face social and economic challenges which can impact on children's ability to learn. We also continue to see the impact of the Covid pandemic on the SEMH of children and families in our community. Through working in partnership, we are able to provide the support needed for children to thrive at school and beyond.

We use the Pupil Premium grant to help tackle disadvantage through ensuring that all staff have the skills they need to support pupil's social, emotional and academic needs. We have a whole school approach to emotional wellbeing as well as offering tailored provision for individual pupils.

The implementation of the whole school Talk 21 approach to oracy will support all pupils in developing the ability to articulate ideas, develop understanding and engage with others through spoken language.

We seek to ensure that disadvantaged pupils have access to enrichment activities and have opportunities to experience leadership roles within school and in the community.

Our approach is informed by research, including from the Education Endowment Fund, Trauma Informed Schools and Voice21.

Challenges

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

Challenge number	Detail of challenge
1	Academic under achievement of disadvantaged pupils
2	Language gap between disadvantaged pupils and their peers
3	Social isolation of disadvantaged pupils
4	Attendance of disadvantaged pupils is significantly lower than their peers
5	SEMH of disadvantaged pupils

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
Disadvantaged pupils achievement is in line with their peers	The attainment gap between disadvantaged pupils and their peers is narrowed (measured through assessment data) Pupils make measurable progress against starting points
Disadvantaged pupils oracy skills are in line with peers	Pupils are able to articulate their ideas, develop understanding and engage with others through spoken language (evidenced through lesson observations and pupil voice)
Pupils SEMH improves over time and they develop strategies to recognise and address dysregulation	Pupils are able to talk about their own SEMH and strategies they use to support emotional regulation (evidenced through pupil voice)
Attendance of disadvantaged group of pupils improves over time	Attendance data for individuals and disadvantaged pupils overall improves

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

Budgeted cost: £ 15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Audit and action plan to support the implementation of oracy throughout the school. Oracy leader and team are given time and training to support them	Voice 21 approach is well trialled and secure evidence base that their approach will improve outcomes for disadvantaged pupils	1,2 and 3

in implementing the action plan		

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

Budgeted cost: £ 25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
EAL/ refugee support teacher x 2 days per week working with children 1:1 or in small groups to develop language skills, support learning and social skills	One to one tuition and oral language interventions have positive impact of pupils learning according to EEF research	1,2 and 5
HLTA and 1:1 tutoring to support identified gaps in pupils learning through targeted interventions		1 and 2
Extra staffing in EYFS and Key Stage 1 to support the teaching of phonics and reading through individual and group work.	Phonics and reading interventions have positive impact on pupils learning according to EEF research	1 and 2

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

Budgeted cost: £16,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
Classroom strategies in place to support the SEMH of all pupils. Provision and interventions beyond	Trauma informed approach well evidenced Staff have attended accredited courses	5

<p>the classroom support pupils with identified needs eg play therapists, ELSA and wellbeing groups</p> <p>Staff training and awareness as well as building capacity and provision to support pupils SEMH</p>	<p>Relationships and Behaviour policy well evidenced</p> <p>EEF report “Improving social and emotional learning in Primary Schools”</p>	
<p>Opportunities planned for PP pupils to participate in extracurricular activities to build confidence, experience and cultural capital eg Forest schools sessions, computing workshops, theatre trips</p>	<p>EEF research on how participation in arts and physical activities increases engagement.</p>	2,3 and 5
<p>Improve attendance of pp pupils through engagement with DfE programme to build relationships with families and tackle attendance concerns early.</p>	<p>DfE programme based on research. OFSTED recommended.</p> <p>DfE ‘working together to improve school attendance’</p>	4

Total budgeted cost: £ 56,125

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Impact of interventions and support

Extra reading support in Key Stage 1 has meant that all Key Stage 1 pp pupils are at or exceeding their trajectory in reading.

Pupils who have Bristol Support Plans have all made progress against their targets

Impact of EAL support two days per week for refugees and new to English pupils. These pupils have all made progress against the EAL standards of competency since January in the areas of listening and understanding, speaking, reading and writing.

Impact of additional teacher in Year 5 on PP pupils. These pupils have all made progress either within the year group standard or within the year group that they were assessed as working in for SEN pupils.

Impact of HLTA support and ability teaching groups for Maths in Year 6. All pupils except for 1 HA pupil made progress in their scaled scores between term 4 and term 6 and two pupils made enough progress to convert their scaled score to meeting the expected standard.

Impact of pupil conferencing and mentoring of PP pupils enabled us to adjust provision to meet pupils needs. An example of this would be that pupils identified a resource that they had found helpful in a previous year that they would like to continue to have access to.

Impact of support for PP pupils in FS – 2 of the 4 PP pupils in FS Are SEN. These pupils met ELG in all but two areas. The remaining two PP pupils in EYFS met their ELG in all areas.

Of 42 pupil premium pupils on roll in 2022-23

all attended forest school session in small groups and all have been prioritised for extra curricular activities and clubs including during the school holidays.

14 had play therapy or a regular wellbeing session

12 took part in the school production

13 had leadership roles in school

10 participated in extra curricular sports activities including representing the school at events

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