

St Bonaventure's Pupil premium strategy statement

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. 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. 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.

School overview

Metric	Data
School name	St Bonaventure's RC School
Pupils in school	400
Proportion of disadvantaged pupils	10%
Pupil premium allocation this academic year	£44,385
Academic year or years covered by statement	2020 -23
Publish date	December 2020
Review date	July 2021
Statement authorised by	Sarah Ballantine
Pupil premium lead	Stephanie Woolley
Governor lead	

Disadvantaged pupil performance and progress at end of Key Stage 2 academic year 2018/19 (last published results)

Due to the small number of pupils in the cohort we are unable to report on the results of PP pupils as individual children could be identified.

Strategy aims for disadvantaged pupils

Aim	Activity
Raise the profile and confidence of pupils through encouraging and supporting them to take up positions of responsibility within the	PP lead to ensure that pupils have access to leadership roles and enrichment activities through provision mapping and raising the profile of pupils in the school.

school and participation in enrichment activities in the wider community.	
Support the SEMH of pupils through a whole school approach as well as targeted group and individual provision for identified pupils.	Raise staff awareness of the impact of trauma and attachment issues on pupils. Equip staff to implement a range of strategies to support pupils in emotional regulation and resilience.
Ensure that pupils have the academic support they need to make at least good progress in order to meet or exceed the expected standard in reading, writing and maths at the end of Key Stage 2.	PP lead to closely monitor pupil progress and provision, including the impact of interventions.

Teaching and learning priorities for current academic year

Priority	Activity
Progress in Reading	Extra staffing in FS and Key Stage 1 to support pupils in reading through regular 1:1 support
Progress in Writing	Identify barriers to progress in writing and use learning cycles to implement and review the impact of interventions.
Progress in Mathematics	Identify barriers to progress and use learning cycles to implement and review the impact of interventions.
Phonics	Extra staffing in FS and Key stage 1 to support targeted phonics interventions for identified pupils.
Projected spending	14,000

Targeted academic support for current academic year

Priority	Activity
Implement an oracy strategy to support pupils use of language and confidence in speaking	Teachers trained in supporting pupils oracy skills through oracy lessons including the application of these skills within the curriculum (oracy leads to facilitate and evaluate impact) Evaluate the impact of learning cycles and additional staffing through pupil progress and action plan monitoring.
Learning mentor to work with children on identified gaps in learning to build resilience and independence.	Evaluate the impact of learning cycles and additional staffing through pupil progress and action plan monitoring.
Barriers to learning these priorities address	Pupils lack of vocabulary and ability to articulate. Pupils lack of resilience and independence in learning
Projected spending	16,000

Wider strategies for current academic year

Priority	Activity
Build pupils confidence through raising their profile in school and providing enrichment opportunities in the wider community.	PP lead to monitor access and engagement of pp pupils. Forest Schools for all pp pupils. Leadership roles for pp pupils Agents of Change led by pp pupils
Support pupils SEMH	Mental health lead to work with staff and pupils on a Relationships policy. Staff training and action plan to support pupil's mental health and wellbeing with a whole school approach as well as provision for groups and individual pupils Play therapy for identified pupils.
Barriers to learning these priorities address	
Projected spending	17,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching and learning priorities	Identifying small steps progress and planning next steps.	Evaluate the impact of learning cycles and additional staffing through pupil progress and action plan monitoring.
Targeted support	Measuring the impact of strategies	Pupil and parent voice to evaluate impact.
Wider strategies	Measuring pupil engagement and wellbeing	Participation in Bristol pilot project to measure pupils wellbeing. Pupil voice

Review: last year's main aims and outcomes

Aim	Outcome
Provide opportunities and experiences to 'diminish the difference', widen horizons and impact positively on life experiences.	Profile of PP pupils was raised within the school through Famous Five and Secret Seven initiatives. All out of school clubs offered at least one free place for PP pupils. Identified PP pupils had the opportunity to attend Forest Schools, Greta Thunberg rally and represent the school as Agents of Change.
Language and communication skills to be more in line with peers.	Staff member trained as oracy lead in Voice 21 approach and worked with team in school to start to implement this approach. Evidence of impact of classroom strategies on identified pupils vocabulary development

	and oracy skills was evidenced in lesson observations term 2
Children will have strategies to recognise and deal with emotions they feel	Identified pupils referred for play therapy. Approach to emotional regulation and support for wellbeing to be identified in the year 20-21.