

# 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 ( <b>3 year plans are recommended</b> ) | 2023-2026               |
| Date this statement was published   | December 2025           |
| Date on which it will be reviewed   | December 2026           |
| Statement authorised by   | Sarah Ballantine        |
| Pupil premium lead  | Stephanie Woolley       |
| Governor / Trustee lead   | Hannah McRae Whitcliffe |

## Funding overview

| Detail   | Amount  |
|--|---------|
| Pupil premium funding allocation this academic year  | £36,360 |
| Looked after children funding this year  | £10,520 |
| <b>Total budget for this academic year</b><br><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> | £46,880 |

# 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)<br>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 funding **this academic year** to address the challenges listed above.

## Teaching

Budgeted cost: £ 2,650

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Subscription and support from Voice 21 in implementing the oracy strategy through curriculum subjects.<br>Oracy team and identified teachers are released to visit schools and plan to | Voice 21 approach is well trialled and secure evidence base that their approach will improve outcomes for disadvantaged pupils<br><br>Lesson observations and pupil voice in 2023/24 evidenced that where oracy was a part of regular classroom practice pupils were showing active | 1,2 and 3                     |

|   |   |  |
|---|---|--|
| implement strategies in classes   | listening, were more articulate in their responses and able to work with talk partners or trios to support each others learning |  |
| Regular audits of oracy practice through the curriculum by SLT, subject and oracy team with actions identified and reviewed |   |  |
|   |   |  |

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

Budgeted cost: £ 35,205

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| EAL/ refugee support teacher x 1.5 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                     |
| HLTAs to address identified gaps in pupils learning through targeted interventions and in class support.   | Where used to deliver high quality targeted interventions, the use of HLTA's has a positive impact on pupil progress according to the EEF | 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                       |
| After school homework club for identified PP pupils run by HLTA to support with reading, spelling and maths  | Research by the Sutton Trust and UCL shows that pupils from disadvantaged backgrounds have less support with homework.                    | 1 and 2                       |

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

Budgeted cost: £9,825

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Classroom strategies in place to support the SEMH of all pupils.</p> <p>Provision and interventions beyond 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>Training and supervision for Senior mental health lead to support with staff training and provision for pupils</p> | <p>Trauma informed approach well evidenced</p> <p>Staff have attended accredited courses</p> <p>Relationships and Behaviour policy well evidenced</p> <p>EEF report "Improving social and emotional learning in Primary Schools"</p> | 5                             |
| <p>Opportunities planned for PP pupils to participate in extracurricular activities to build confidence, experience and cultural capital eg Forest schools sessions, computing workshops, residential 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: £ 47,880**





## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Impact of interventions and support**

##### **Impact of extra staffing in EYFS and key stage 1 to support early reading and phonics:**

Reading and phonics data shows that PP pupils in EYFS have met the ELG in Comprehension and Reading. One of these two pupils is exceeding the expected benchmarked level for the end of EYFS.

100% of PP pupils in Year 1 have made at least EXS progress this year in Reading ( benchmarking levels) and both pupils are exceeding the expected benchmarked level for the end of Year 1.

100% of PP pupils in Year 1 have made above expected progress in phonics ( phonics score tracking) and passed the Year 1 phonics screening with scores of 39.

100% of PP pupils in Year 2 have made above EXS progress this year in Reading (benchmarking levels). Every PP child has made at least 7 levels of progress in benchmarking levels.

Of the Year 2 PP pupils who failed to meet the phonics standard in Year 1 80% reached the standard in the phonics screening in Year 2

**Impact of provision and support for PP SEN pupils:** Of the 34 PP pupils in school for 2024/25 17 of them were on the SEND register with SEN support plan or EHCP. Three have full time 1:1 support and a further 3 have daily 1:1 support. Pupils who have EHCPs and Bristol Support Plans have all made progress against their individual targets

**Impact of EAL support two days per week for refugees and new to English pupils:** Of the EAL PP pupils receiving support 100% have made at least two steps of progress in the areas of Listening and Understanding, Speaking, Reading and Writing against the Solihull EAL Assessment Framework and Bell Foundation.They have also gained confidence and trust in adults in school. Pupil voice shows that they are able to articulate what they need to support their learning and what they can do to help themselves.

**Impact of HLTA support to address identified gaps in learning through interventions and in-class support:** Term 6 progress data shows that 6 PP pupils moved from WT to EXS between Term 6 2023/24 and term 6 2024/25, 1 PP pupil moved from WT to GD and 1 pupil moved from EXS to GD

**Impact of oracy strategy implemented throughout the school:** Lesson observations, drop ins and feedback from monitoring and inspection visits shows that oracy practice is embedded in the majority of classes. Pupil voice evidences that PP pupils find the oracy strategies used in class helpful in terms of supporting their learning and outcomes particularly in writing and RE. All pupils report that they are more confident about using oracy skills including the physical, linguistic, cognitive and social and emotional aspects of oracy practice.

**Impact of wider strategies to support PP pupils wellbeing and engagement with extra curricular activities:** 13 PP pupils have received ELSA or play therapy this year. In general there have been reports of more engagement in class from teachers and parents report that children are more settled at home.



PP pupils have been prioritised for extra curricular activities including forest schools sessions, after school sports clubs and financial support for attending residential.

**Impact on attendance of PP pupils through engagement with DfE programme to build relationships with families and tackle attendance concerns early:**

PP attendance data for 2023/24 was 91.3% against 94.5 national attendance. 20% of PP pupils had persistent absence, 43.3% were at risk of persistent absence, 30% had good attendance and 6.7 had excellent attendance.

PP attendance data for the year up to the end of June 2024/25 was 92.8% against 94.9% national attendance. 8.6% of PP pupils had persistent absence, 48.9% are at risk of persistent absence. 31.4% have good attendance and 11.4% have excellent attendance.

The impact of strategies put in place this year are that we are closing the gap between the national average and school average for PP pupils. The percentage of our PP pupils who have persistent absence has significantly decreased. The percentage of pupils who have good and excellent attendance have both increased