

Pupil premium Strategy



Bond Primary School

December 2023

Pupil premium strategy statement – Bond 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	308
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2023-2024 to 2025-2026
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	<i>Miss Michelle Bennett</i>
Pupil premium lead	<i>Miss Michelle Bennett</i>
Governor / Trustee lead	<i>Afua Boaten</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	183330
Recovery premium funding allocation this academic year	18995
Pupil premium (and recovery premium) funding carried forward from previous years	0
Total budget for this academic year	202325

Part A: Pupil premium strategy plan

Statement of intent

At Bond Primary School, we are collectively committed to ensuring that all children have the opportunity to excel and reach their potential. Within this we also understand the genuine barriers that our families and thus our children face as a result of economic factors. Many of our families who face these challenges may well not be eligible for pupil premium funding but will require additional support during their time at Bond Primary School. We will endeavour to ensure that regardless all children receive the support they need. 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. 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Any learning intervention has the greatest impact when high-quality teaching is at the core and part of the children's daily classroom diet. High quality classroom teaching 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. High quality teaching not only supports our most disadvantaged children but also those who are not. As such access to high quality CPD is key to securing high quality teaching in classrooms for all children.

Our strategy is within the context of dealing with the impact of a pandemic (Covid hangover) and the cost of living crisis which have both caused disruption to children's learning and progress. As such the school has supported families through providing hampers, food vouchers, purchasing uniform items as well as paying for school trips. We also do our utmost to ensure that after school clubs can be delivered with no cost to parents/carers.

Our approach is and will continue to be responsive to emerging challenges and individual needs. To this end, we will ensure they are effective by:

- Ensuring all children access high quality English lessons and intervention to support the acquisition of early reading and language skills as well as extensive vocabulary
- Implementing high quality high impact DFE approved Phonics scheme
- Securing high quality teaching methods in classrooms across all subjects

- Wellbeing of our children is a driving principle to secure positive attitudes to learning and resilience
- Working hard with our parents to secure good attendance for all children

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many children including disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. This was particularly the case in KS2 SATS 2023.
4	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to COVID hangover and cost of living crisis resulting in a rise of children presenting with SEMH and welfare concerns some leading to social care referrals.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, across reading, writing and maths particularly evident in KS2 results 2023. Teacher referrals for support are increasing.</p>
5	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>2022-2023 – attendance for disadvantaged children was 92.9% compared to no-disadvantaged children at 95.7%.</p>

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS1 reading outcomes in 2025/26 show that more than 54% (2023 national) of disadvantaged pupils met the expected standard. In 2023 47% of Bond disadvantaged children met the expected standard in reading.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/26 show that more than 73%(2023 national) of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • a reduction in behaviour incidents and suspensions
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Attendance 2025/26 to be above national (2022/23 92.5% all schools (94% state funded primary schools)</p> <p>Persistent absence to be in line or below national (academic year 2022/23: 22.3%)</p> <p>Attendance target 96%</p> <p>Sustained high attendance by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • reduced overall unauthorised absences • the percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

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: £141930.97

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5
<p>Embedding dialogic activities across the school curriculum.</p>	<p>There is a strong evidence base that suggests oral language interventions,</p>	

These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£30291.30**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train staff on language programme listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2

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

Budgeted cost: **£30102.73**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on trauma informed practice to inform whole school behaviour management to support previous implementation of emotional coaching and Zones of Regulation with the aim of	Both targeted interventions and universal approaches can have positive overall effects:	5

<p>developing our school ethos and improving behaviour across school.</p> <p>Engage with Merton Schools Well being Team to access further therapies and training</p> <p>Continue to further develop and train more ELSAs</p> <p>Develop opportunities for children to perform to build confidence</p> <p>Develop creative arts- music curriculum with specialist music provision through MMF and specialist art teacher</p>	<p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Referrals to pastoral support have increased and we have an increasing number of families reporting mental well being concerns for family members or children. We have increased the provision for this and yet we still have more children who would benefit from the support.</p> <p>Higher number of suspensions in previous year in response to the increased SEMH needs across the school. Trauma informed practice encourages staff to have a consideration to possible (and likely) influences of behaviour and understanding that building positive relationships is key to support children to regulate and improve behaviour.</p> <p>'Evidence associating childhood social and emotional skills with improved outcomes at school and later life'</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1635355221</p>	
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>Further develop the role of the team supporting attendance. Family Support Advisor in place with increased capacity to support creating and monitoring of attendance plans.</p>	<p>2022-2023 Attendance remained below national. Persistent absence figures were high despite a significant number of families improving their attendance during the course of the academic year.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly</p>	5

	reduced levels of absence and persistent absence.	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified i.e. food vouchers, support with purchasing uniform, trips	All
Whole School training on developing Maths Mastery provision for all	KS2 maths results were below national average for 2022-2023. Pedagogical practice in Maths mastery has developed and the school needs to keep abreast of the changes and support staff to become highly effective maths practitioners. This requires modelling and coaching support from lead.	All

Total budgeted cost: £202325.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated the following:

Year 1 phonics: significant gap between the attainment of disadvantaged and no disadvantaged groups

Year 2 phonics: the attainment gap narrows in year 2 between disadvantaged and non disadvantaged

KS1

Reading, writing and maths: significant gap between the attainment of disadvantaged and no disadvantaged groups across all subjects

KS2:

Reading and writing: the gap has narrowed between disadvantaged and non disadvantaged groups by the end of KS2 with both groups achieving equally as well

Maths: significant gap between the attainment of disadvantaged and no disadvantaged groups

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data demonstrates that our disadvantaged pupils perform below national and local level.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that where for disadvantaged children SEMH was the broad area of need, attainment across core subjects was particularly weak. Disadvantaged children with attendance below 90% on average were assessed as working towards in their respective year group curriculum across reading, writing and maths

Based on all the information above, the performance of our disadvantaged pupils *did not meet* expectations by end of KS2 particularly in maths where the gap remained

significant, and we are at present *on course* to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that:

- Standardised assessments have provided useful gaps analysis information to inform in class provision and intervention
- Live feedback model is showing where children have responded well to feedback particularly in writing. Discussions with pupils show that they understand and recognise when they are giving feedback to improve their learning and act on it.
- Little Wandle Phonics scheme introduced and used across key stage 1 did not have the impact intended despite its delivery in classrooms being judged as good for external partners
- Maths Mastery is developing across the school and where CPD had introduced elements of maths mastery approach it was evident in the classroom practice
- Whole school CPD had taken place around Emotional Coaching and Zones of Regulation. Zones of Regulation is now fully implemented and embedded across the school. Children are more readily able to talk about their feelings and emotions and share strategies for self-regulation.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
Off the record counselling	Off the Record
Little Wandle Phonics	Wandle teaching Hub
Maths Mastery	SW London Maths Master Hub
TT Rockstars	Maths Circle Ltd
Shine Programme	Shine

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.