

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	De Bohun Primary School and Children's Centre
Number of pupils in whole school	422
Proportion (%) of pupil premium eligible pupils (R-6)	101 30%
Academic year/years that our current pupil premium strategy plan covers	2021-25
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Zoe Ansell Head of School
Pupil premium lead	Jo Auvache Assistant Head teacher
Governor lead	Nicky Downes Chair of Teaching and Learning Committee

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£158,583 –EYPP 3,556 plus PPLAC £520
Recovery premium funding allocation this academic year	£8,855
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£171,514

# 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. 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. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching reviewed through the teacher appraisal process is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged pupils in our school. *The Education Endowment Foundation in their guide to Pupil Premium state 2022* “*Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.* Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers. This will be achieved through Quality First Teaching (QFT) and a focus on this year’s school priorities.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure that learning in the Early Years Foundation Stage (EYFS) is the bedrock for learning across the curriculum, supporting early brain and language development
- Develop teaching pedagogy using the Walkthrus strategy <https://www.walkthrus.co.uk/>
- ensure there is access to technology to support home learning
- ensure disadvantaged pupils are challenged in the work that they’re set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Assessment and observation has shown vocabulary and knowledge gaps among many disadvantaged pupils. This is evident from preschool through to KS2 and in general are more prevalent among our disadvantaged pupils than their peers
2	Assessment and observation has suggested that disadvantaged pupils generally have greater difficulties with phonics and word reading than their peers and this negatively impacts their development as readers. Evidence shows that disadvantaged children at De Bohun are broadly in-line with their peers, however in order to sustain this, support needs to continue.
3	Extensive assessment and observation has shown that previous support put in place by the school has raised disadvantaged pupils' attainment to be broadly in-line with that of non-disadvantaged pupils. In order to sustain the attainment of disadvantaged pupils, support will need to be continued.
4	Our observations and assessments indicate that the education and wellbeing of many of our disadvantaged pupils are continuing to be impacted by the after effects of COVID-19 and the current cost of living crisis. There has been a marked increase in support for social and emotional need.
5	Through our discussions with parents and pupils coupled with our assessments and observations it has been identified that many pupils have continued to lack enrichment opportunities due to the cost of living rising and the after effects of COVID-19. These challenges particularly affect disadvantaged pupils. A lack of out of school experiences can result in a vocabulary and knowledge deficit. Our disadvantaged pupils do not always have the same access to experiences, trips and holidays which in turn can impact on their vocabulary and knowledge.
6	Our attendance data shows that attendance amongst disadvantaged pupils has been lower than non-disadvantaged pupils. Disadvantaged pupils who are persistently absent is higher than their peers. This means that they are missing out on vital knowledge and vocabulary gained through our sequential curriculum, leaving the attainment gap even wider.

## 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
<p>Pupils can successfully articulate that they use prior, present and future learning to build their vocabulary and knowledge.</p> <p>Pupil's knowledge and vocabulary are retained by using a sequential curriculum where retrieval practice (prior, present and future learning) is a priority.</p>	<p>Access QFT using a sequential curriculum where prior, present and future learning is explicit has resulted in building cultural capital and better outcomes for disadvantaged pupils.</p>
<p>Sustain reading attainment among disadvantaged pupils</p>	<p>Year 1 and 2 phonics screening outcomes sustained.</p> <p>KS2 reading outcomes in 2024-25 show that more than 65% of disadvantaged pupils met the expected standard.</p>
<p>Sustain maths outcomes for disadvantaged pupils at the end of KS2</p>	<p>KS2 maths outcomes in 2024-25 show that more than 65% of disadvantaged pupils met the expected standard.</p>
<p>To achieve and sustain improved wellbeing for all pupils particularly our disadvantaged pupils, providing greater enrichment opportunities for disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024-25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil and parent voice and surveys and teacher observations</li> <li>• a reduction in the need for social and emotional referrals and bespoke support in school</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024-25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• increase disadvantaged pupils attendance by 2%</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) in 2022-23, to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£97,689**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure moderation of data is accurate.	Standardised tests can provide reliable insights into the specific strengths and development areas of each pupil to help ensure they receive the correct additional support through quality first teaching and interventions.	1,2,3
Embedding opportunities for quality first teaching using the sequential curriculum resulting in pupils being able to recall and articulate prior, present and future knowledge.	Building on previous knowledge and vocabulary to ensure learning is sequential can ensure that future learning is easily accessed and ultimately knowledge and vocabulary is retained. <a href="https://www.suttontrust.com/our-research/great-teaching/">https://www.suttontrust.com/our-research/great-teaching/</a>	1,2,3
Ongoing costs involved in using a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils (Read, Write, Inc)	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 <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1.2.
Enhancement of our maths teaching and curriculum planning resulting in better outcomes for all pupils. Teacher release for CPD opportunities with maths consultant from Haringey Education partnership (HEP).	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: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a> The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	3
Improve the quality of social and emotional learning through professional	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life including better academic progress, learning	4

development and training for staff.	attitudes, behaviour and relationships with peers. <a href="https://www.eef.org.uk/EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	
-------------------------------------	--	--

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

Budgeted cost: **£52,359**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Read, Write, Inc fast approach method embedded. Maintaining a Phonics Lead.	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. <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2
Embedding the mirroring and narrowing the gap intervention approach ensuring misconceptions are addressed. Additional adults to support implementation.	Mirror interventions either in groups or 1:1 targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3

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

Budgeted cost: **£48,008**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leadership training on behaviour for learning approaches with the aim of developing consistent strategies	Both targeted interventions and consistent approaches can have positive overall effects: <a href="https://www.haringeyeducationpartnership.co.uk/school-improvement-2/behaviour/">https://www.haringeyeducationpartnership.co.uk/school-improvement-2/behaviour/</a> <a href="https://www.gov.uk/government/publications/behaviour-in-schools--2">https://www.gov.uk/government/publications/behaviour-in-schools--2</a>	1,2,3,4

across the school		
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> (hyperlink) advice. This will involve staff implementing new procedures to improve attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence	6
Disadvantaged pupils have access to an enhanced music and PE curriculum.	Disadvantaged pupils broaden their experiences and in turn broaden their vocabulary to use in learning. EEF finding shows that pupils who participate in the arts show that it has a positive impact on academic outcomes and can be a positive route to re-engage older pupils in learning. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	5
Fund trips, residential trips for disadvantaged pupils where necessary.	Tracking of school activities show that at least 30% of cohort are disadvantaged pupils.	5
Contingency fund for acute issues such as early help to support families	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.	4

**Total budgeted cost: £198, 056**

## Part B: Review of outcomes in 2020-21

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our internal assessments for KS2 outcomes for 2021-22 suggested that the performance of disadvantaged pupils was slightly lower than their peers in reading and writing and broadly in-line in Maths. It is likely that this is due to lost education during the COVID-19 pandemic.

Key stage 1 end of year assessments show that disadvantaged pupils were attaining broadly in line with non-disadvantaged pupils in reading and maths and above in writing.

92% of children overall achieved the pass mark in the phonics screening test compared to the National average of 75%. Phonics continues to be a focus this year in order to sustain the high level of attainment.

In order to sustain our outcomes in all areas, focus will continue this year as evidence from assessments from this year's year 6 and below, show that some children are still suffering the after effects of COVID-19 and data shows that disadvantaged pupils are not achieving in line with their peers.

Our assessment of the reasons for these outcomes points primarily to the after effects of Covid-19, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

Overall pupil attendance in 2021-22 was 93%, this cannot be compared to National data for this period as attendance was not reported during this academic year due to COVID19 (A summary of attendance in education settings for the 2021/22 academic year, excluding out of term dates as data is not collected.) <https://explore-education-statistics.service.gov.uk/find-statistics/attendance-in-education-and-early-years-settings-during-the-coronavirus-covid-19-outbreak>.

Persistent absence for disadvantaged children was 28%. This is why attendance is a focus of our current strategy.

Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to the after effects of COVID-19 related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are continuing to build on that approach with the details outlined in this year's strategy.



As you can see, from the evidence above, our Pupil Premium Strategy worked well in key year groups (Years 2 and 6) but a continued focus on other year groups must continue in order to raise the attainment of some disadvantaged children and sustain achievement for others.

## 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:

Offering a wide range of high-quality extracurricular activities to boost wellbeing, attendance and aspiration. Disadvantaged pupils will be encouraged and supported to participate

- De Bohun Academy supporting team sport **£5,142**
- After-school enrichment clubs
- Enfield School's Town Partnership Enrichment opportunities **£703**
- Gifted and Talented provision and opportunities
- Utilising a DfE grant to train a senior mental health lead. This is currently being investigated.

### **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.

In planning our new pupil premium strategy, we evaluated the impact of activity undertaken in the previous year. We used the EEF's guidance to help us develop our strategy. We have a robust evaluation process in place for the duration of our approach and will adjust plans over time as necessary to secure the best outcomes for our pupils.