

Pupil premium strategy statement – De Bohun Primary School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	433
Proportion (%) of pupil premium eligible pupils	112 26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2021-25
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Zoe Ansell
Pupil premium lead	Jo Auvache
Governor / Trustee lead	Bhavesh Patel

	Chair of Resources Committee
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168,780
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£11,079
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</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>	£179,859

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 gap for disadvantaged pupils in our school. *The Education Endowment Foundation in their guide to Pupil Premium 2023 state “Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils. Investing in high quality teaching should rightly be a top priority for Pupil Premium spending. Strategies to support this could include investing in professional development, training, support for early career teachers, and recruitment and retention.”* 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/> and the De Bohun Teaching Model
- ensure there is access to technology to support home learning
- ensure disadvantaged pupils are challenged in the work that they are 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	Vocabulary and knowledge gaps: Assessment and observation has shown vocabulary (oral acquisition) 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	Phonics and word reading: 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	Attainment: Extensive assessment and observation has shown that previous support put in place by the school has raised most 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	Social and emotional needs of disadvantaged pupils: 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	Enrichment: 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. These challenges particularly affect disadvantaged pupils. A lack of out of school experiences which can result in 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	Attendance: 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
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<p>1. Ensure pupils can successfully articulate that they use prior, present and future learning to build their vocabulary and knowledge through exposure to the De Bo-hun Curriculum.</p> <p>2. Pupil's knowledge and vocabulary are retained by embedding the pedagogy of retrieval practice through effective adaptive teaching.</p>	<p>Assessments show indicate significant improvement in the use of vocabulary from disadvantaged pupils.</p> <p>Access to 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>Continued support and training for teaching staff.</p> <p>Disadvantaged pupils demonstrate retention of knowledge and vocabulary.</p>
Sustain reading attainment in KS1 and improve reading attainment in KS2 among disadvantaged pupils	<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 meet the expected standard.</p>
Improved maths outcomes for disadvantaged pupils at the end of KS2	KS2 maths outcomes in 2024-25 show that more than 65% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils particularly our disadvantaged pupils, providing greater enrichment opportunities for disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024-25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil and parent voice and surveys and teacher observations • a reduction in the need for social and emotional referrals and bespoke support in school • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Reduction in referrals to the Nurture space
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024-25 demonstrated by:</p> <p>increase disadvantaged pupils attendance by 2%</p>

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: £85998

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.	Continuing training to for teaching staff to ensure high quality lessons follow the De Bohun teaching model in order to address misconceptions. 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. https://www.suttontrust.com/our-research/great-teaching/	1,2,3
Ongoing costs involved in using a DfE validated Systematic Synthetic Phonics programme 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 Phonics Toolkit Strand Education Endowment Foundation EEF	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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3

Set up of Nurture Hub to support pupil well-being.	Nurture groups are a short-term, focused intervention strategy to support young people (Primary school years 1 – 3) who have attachment related social, behavioural, emotional and wellbeing needs which could otherwise become long-term barriers to learning and attainment.	4,6
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £69317

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. Phonics Toolkit Strand Education Endowment Foundation EEF	1,2
Narrowing the gap through embedding the De Bohun teaching model, ensuring misconceptions are addressed. Additional adults to support implementation.	Continuing training to for teaching staff to ensure high quality lessons follow the De Bohun teaching model in order to address misconceptions. Focus groups or targets at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3

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

Budgeted cost: £53623

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leadership training on	Both targeted interventions and consistent approaches can have positive overall effects:	1,2,3,4

behaviour for learning approaches with the aim of developing consistent strategies across the school	https://www.haringeyeducationpartnership.co.uk/school-improvement-2/behaviour/ https://www.gov.uk/government/publications/behaviour-in-schools--2	
<p>Embedding principles of good practice set out in the DfE's advice.</p> <p>Working Together to Improve School Attendance (hyperlink)</p> <p>This will involve staff implementing new procedures to improve attendance</p>	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.	<p>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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	5
Fund trips, residential trips for disadvantaged pupils where necessary.	Tracking of school activities show that at least 26% 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
Set up of Nurture Hub to support pupil well-being.	Nurture groups are a short-term, focused intervention strategy to support young people (Primary school years 1 – 3) who have attachment related social, behavioural, emotional and wellbeing needs which could otherwise	4,5,6

	become long-term barriers to learning and attainment. Nurture Groups	
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Total budgeted cost: £208938

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our KS2 outcomes for 2022/2023 suggested that the performance of disadvantaged pupils was significantly lower than their peers in reading and broadly in line in writing and 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 below in writing.

66% of disadvantaged children did not achieve the pass mark in the phonic screening test. 92% of children overall achieved the pass mark in the phonics screening test compared to the National average of 79%. Phonics continues to be a focus this year in order that those children who did not pass last year, pass in 2024.

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

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 and younger children not attending pre-schools or Nursery 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 2022-23 was 93%, which is broadly in line with national data. Disadvantaged children's attendance was 91% which is slightly below National data overall. Persistent absence for disadvantaged children was 31%. This is why attendance is a focus of our current strategy.

Our assessments and observations indicated that pupil wellbeing and mental health continued to be significantly impacted last year. 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 across some areas in key year groups (Writing in Year 2 and Reading in Year 6) but a continued focus on other year groups must also continue in order to raise the attainment of some disadvantaged children and sustain achievement for others.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

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 including after school enrichment clubs £1,191/£7659
- Enfield School's Town Partnership Enrichment opportunities (including Gifted and Talented provision and opportunities such as Spelling Bee) £581
- Bereavement training for AHT £195
- SEN in mainstream teaching for AHT £195

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.