

Pupil premium strategy statement - De Bohun 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	392
Proportion (%) of pupil premium eligible pupils	111 28%
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 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Zoe Ansell
Pupil premium lead	Jo Auvache
Governor / Trustee lead	Nicky Downes Chair of Teaching and Learning Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165, 760 (updated)
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>	£0
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>	£165760

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. *“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 for these pupils should be a top priority for Pupil Premium spending. Strategies to support this could include professional development, training, support for early career teachers, and investing in recruitment and retention.”* (EEF Guide to Pupil Premium, September 2024)

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, the current cost of living crisis and our high mobility. There has been a marked increase in support for social and emotional needs.
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
1. Oracy	
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 Bohun Curriculum. 2. Pupil's knowledge and vocabulary are retained by embedding the pedagogy of retrieval practice through effective adaptive teaching.	Assessments indicate significant improvement in the use of vocabulary from disadvantaged pupils. 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. Continued support and training for teaching staff. Disadvantaged pupils demonstrate retention of knowledge and vocabulary.
Sustain reading attainment in KS1 and improve reading attainment in KS2 among disadvantaged pupils	Year 1 and 2 phonics screening outcomes sustained. KS2 reading outcomes in 2024-25 show that more than 65% of disadvantaged pupils meet the expected standard.
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,	Sustained high levels of wellbeing from 2025-26 demonstrated by:

providing greater enrichment opportunities for disadvantaged pupils.	<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 Inclusion Room • De Bohun Way Curriculum introduced across the school.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2025-26 demonstrated by: increasing disadvantaged pupils attendance by 2%

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: £91,992

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.	Buy into HEP Opening World's Curriculum'. Continuing training for teaching staff to ensure high quality lessons follow the De Bohun teaching model in order to address misconceptions. Continuing professional development of staff in using the De Bohun teaching model and HEP Curriculum.. 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
Training for development of a new oracy curriculum,	Training for English Lead to introduce new oracy curriculum effectively. Introduction and training for staff at INSET. https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium	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). Improvement partner(s) support across the school	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
Inclusion Room used as a safe space to support regulation/re-regulation/calm work space. Behaviour team to support SEMH across the school with a focus on PP children. Lunch club set up to support emotional regulation at lunch time.	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. https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium	4,6

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

Budgeted cost: £44,336

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.	1,2

who require further phonics support. Read, Write, Inc fast approach method embedded. Maintaining a Phonics Lead.	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions. Phonics Toolkit Strand Education Endowment Foundation EEF	
Narrowing the gap through embedding the De Bohun teaching model, ensuring misconceptions are addressed. Additional adults to support implementation.	Continuing training 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: £53,594

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's advice. Working Together to Improve School Attendance (hyperlink) 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 findings show 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	5
Fund trips, residential trips for disadvantaged pupils where necessary.	Tracking of school activities show that at least 28% of the 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 an Inclusion drop-in space and lunch club to support pupil well-being.	Groups and activities to support nurture 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. Nurture Groups	4,5,6

Total budgeted cost: £190,577

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

***Attainment data below is provisional as we are waiting for final/agreed data which is expected December 2024 and subject to change.**

Our KS2 outcomes for 2023 2024 suggested that the performance of disadvantaged pupils was higher than their peers in Reading, Writing and Maths. It is likely that this is due to the rigorous interventions and targeted teaching outlined in last year's strategy.

Key stage 1 end of year assessments show that disadvantaged pupils were attaining broadly in line with non-disadvantaged pupils. This is mainly due to the strategies that we have put in place to support these pupils.

75% of disadvantaged children achieved the pass mark in the phonic screening test. 91% of children overall achieved the pass mark in the phonics screening test compared to the National average of 79% (2023). Although our disadvantaged children are performing just below the national average, it is imperative that we continue with strategies that we know work. Phonics continues to be a focus this year in order that those children who did not pass last year, pass in 2024/5.

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. This may also be an effect of the high mobility we experience here.

Our assessment of the reasons for these outcomes continues to point to our high mobility and 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. Disadvantaged students in Key Stage 2 are continuing to perform less well than those in Key Stage 1.

Overall pupil attendance in 2023-24 was 94.64%, which is broadly in line with national data (95.4%). Disadvantaged children's attendance was 93.75% which is also broadly in-line with National data. Persistent absence for disadvantaged children was 25% up from 23% the previous year.

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 most areas in key year groups (Writing and Maths in Year 2 and Reading, Writing and Maths 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

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

- Enfield School's Town Partnership Enrichment opportunities (including Gifted and Talented provision and opportunities such as Spelling Bee) £655*

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.