



Bushbury Hill Primary School

Pupil Premium Strategy Statement

2022 - 2023



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.

This relates to a 3-year plan which is reviewed each year. This strategy statement 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	Bushbury Hill Primary
Number of pupils in school	282
Proportion (%) of pupil premium eligible pupils	67% (189 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 - 2024
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	C Underwood (HT)
Pupil premium lead	K Selvey
Governor / Trustee lead	N Barrett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£261,765
Recovery premium funding allocation this academic year	£27,985
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£289,665

Part A: Pupil premium strategy plan

Statement of intent

At Bushbury Hill Primary School, 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 and vulnerable pupils to achieve that goal, including progress for those who are already high attainers.

Enabling an inclusive, person centred, high-quality teaching provision is at the heart of our approach, with a focus on areas in which disadvantaged and vulnerable pupils require the most support. Inspired through our curriculum, that is relevant for our disadvantaged learners, Bushbury Hill are committed to promote and advance equality of access and opportunity, enabling the best possible outcomes for all.

Our strategy is committed to ensuring every child will reach their full potential and have a happy and positive learning experience at Bushbury Hill. Our offer prepares all children to be caring, confident and responsible citizens, who aspire to be 'the best that they can be'.

Our strategy is a fundamental part of our school plans to ensure education recovery, notably in its targeted support through School Led Tutoring and RWI 1 to 1 tutoring, for pupils whose education has been worse affected, including non-disadvantaged pupils.

Governor Nigel Barrett meets with senior leaders termly to work together to measure the success of objectives for disadvantaged pupils. Termly provision maps are created by staff and the Leadership Team to identify groups and individuals for interventions. Progress and provision maps are reviewed at termly pupil progress meetings and shared with the Governing Body.

When writing our statement, we have used the following guidance:

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

Evidence based research conducted by EEF is used to support decisions around the effectiveness of different strategies and their value for money. Evidence suggests that pupil premium spending is most effective when schools use a tiered approach; targeting spending across 3 areas, with a particular focus on high-quality teaching. This 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be improved alongside progress for their disadvantaged peers.

Teaching

Investing in high-quality teaching, for example:

- *training and professional development for teachers*
- *recruitment and retention*
- *support for teachers early in their careers*

Targeted academic support

Additional support for some pupils focussed on their specific needs, for example:

- *one-to-one interventions / tuition*
- *small group interventions / tuition*

- *speech and language therapy*
- *Educational Psychologist one day a week*

Wider approaches

Support for non-academic issues that impact success in school, such as attendance, punctuality, behaviour and social and emotional challenges. For example:

- *school breakfast clubs*
- *learning mentors to provide counselling and therapy to support emotional health and wellbeing*
- *attendance officers to increase attendance and punctuality rates in pupils*
- *lunchtime, learning and play leaders to improve behaviour and reading*
- *help with the cost of educational trips or visits*

Our main objectives are to ensure that:

- *Early identification of need is robust*
- *High quality teaching and learning is the most important factor in ensuring each and every child achieves*
- *The attainment gap between vulnerable/disadvantaged and non-vulnerable/disadvantaged pupils is diminishing.*
- *Vulnerable/disadvantaged pupils in school make or exceed nationally expected progress rates.*
- *We prioritise our children's health and wellbeing to enable them to access learning at an appropriate level.*

Challenges

These challenges have been reviewed in November 2023 and remain the same for this academic year. Our whole staff approach is responsive to the multiple challenges faced by our disadvantaged and vulnerable children.

Challenge number	Detail of challenge
1	Low standards on entry
2	Poor parental engagement with learning
3	Poor phonics and early reading skills
4	Below average attainment in RWM
5	Higher proportion of disadvantaged pupils with SEND
6	Safeguarding - high proportion of vulnerable children. In academic year 22 – 23, the number of children in school who currently have or have ever had a social worker is 103 / 282 = 37%
7	Social, Emotional, Mental Health and wellbeing
8	Punctuality and attendance issues
9	Poor learning behaviours
10	Digital divide
11	Limited life and enrichment experiences
12	Impact of school closures due to Covid19 is still relevant

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan (2024), and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To improve outcomes in phonics and early reading	Achieve national average expected standard in PSC
To improve attainment outcomes in RWM	% of PP children at ARE will be 65% or above
To achieve expected progress in RWM	Achieve national average KS2 progress scores
Improved emotional wellbeing in pupils	Children demonstrate increasing resilience. Children are given tools to overcome personal barriers
Improved behaviours for learning	Reduction in behaviour incidents and improvement in stamina and work resilience
Increased rates of attendance and punctuality	Improve attendance of disadvantaged pupils to be higher than LA average and National averages Reduction in minutes lost in identified pupils

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) for 2022 – 2023 to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £12,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD training in Read Write Inc for all staff Insets: Sept and Jan</i>	The evaluators found some evidence that pupils eligible for free school meals (FSM) responded particularly well to Read Write Inc. Phonics and made, on average, three months more progress than pupils who were not offered the programme.	1 2 3 4 9
<i>CPD training on restorative behaviour</i>	Both targeted interventions and universal approaches have positive overall effects (+ 4 months). EEF	4 5 6 7 9 12
<i>Peer observations and coaching</i>	Peer observation can improve teaching and learning in a school. It gives colleagues the opportunity to learn from each other, with the aim of improving teaching practice and gaining new ideas. John Hattie (Hattie, Masters and Birch, 2015) notes that a shared approach to professional development has been proven to improve teacher effectiveness.	3 4 9 12

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

Budgeted cost: £112,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>RWI Phonics 4 days a week</i>	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF	1 2 3 4 12
<i>Speech and Language therapy 3 days a week</i>	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. EEF	1 2 3 12
<i>Educational Psychologist 1 day a week</i>	Educational psychologists support schools to improve all children's experiences of learning. They use their training in psychology and knowledge of child development to assess difficulties children and suggest strategies to improve. Nasen. https://www.nasen.org.uk/	1 3 4 5 6 7 9 12
<i>Nurture Provision</i>	The QUB evaluation found clear evidence that nurture groups are having a consistent, significant and large effect in improving social, emotional and behavioural outcomes among children who previously had difficulty learning in a mainstream	2 3 4 5 6 7 9 12

	classroom. Nurture Provision in Primary Schools Department of Education (education-ni.gov.uk)	
<i>Teacher led after school tuition (From Oct half term)</i>	Small group tuition has an average impact of four months' additional progress over the course of a year. EEF	1 2 3 4 9 12
<i>1 to 1 / Small group intervention</i>	Small group tuition has an average impact of four months' additional progress over the course of a year. EEF	1 2 3 4 5 12
<i>1 to 1 RWI Phonics Tutor (from Oct half term)</i>	To identify pupils not making desired progress on RWI scheme and provide early intervention in the form of targeted support. Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average EEF.	1 2 3 4
<i>School Led Tutoring</i>	To identify up to 3 pupils at a time who need tuition to teach gaps. Small group tuition has an average impact of four months' additional progress over the course of a year. EEF	2 3 4 5 9 12

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

Budgeted cost: £165,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Learning mentors to provide counselling and therapy to support learning behaviours, emotional health and wellbeing</i>	Both targeted interventions and universal approaches have positive overall effects (+ 4 months) EEF	5 6 7 8 11 12
<i>Inclusion Manager to increase attendance and punctuality rates in pupils</i>	School inclusion manager to promote good attendance and punctuality from all members of the school community and make sure that pupils understand its importance https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities#principles-of-an-effective-whole-school-attendance-strategy	6 7 8 9 12
<i>Lunchtime, learning and play leaders to improve behaviour and reading</i>	Reading comprehension strategies are high impact on average (+6 months). EEF	1 2 3 9 12
<i>Free Breakfast Clubs</i>	The evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour. Breakfast clubs programme 2021-2023 - GOV.UK (www.gov.uk)	6 7 8 9 11 12
<i>Improve cultural capital - Help with the cost of educational trips or visits</i>	By reducing the cost, pupils are able to access trips and visits more easily.	7 8 9 11 12

Total budgeted cost: £290,000.

Part B: Review of outcomes in the previous academic year

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

AIMS 2021-2022	EVIDENCE TOWARDS COMPLETION																																																																												
<p><i>Attainment outcomes in RWM to be in line with National by 2024</i></p>	<p>2021 – 22 Disadvantaged Data Headlines</p> <table border="1" data-bbox="424 445 1469 790"> <thead> <tr> <th colspan="2"></th> <th colspan="2">Reading %</th> <th colspan="2">Writing %</th> <th colspan="2">Maths %</th> </tr> <tr> <th colspan="2"></th> <th>EXS+</th> <th>HS</th> <th>EXS+</th> <th>GD</th> <th>EXS+</th> <th>HS</th> </tr> </thead> <tbody> <tr> <td rowspan="2">School</td> <td>PP</td> <td>61</td> <td>20</td> <td>44</td> <td>7</td> <td>37</td> <td>4</td> </tr> <tr> <td>NPP</td> <td>86</td> <td>50</td> <td>71</td> <td>14</td> <td>85</td> <td>21</td> </tr> <tr> <td rowspan="2">National</td> <td>PP</td> <td>62.5</td> <td>17.4</td> <td>55.7</td> <td>6.2</td> <td>56.6</td> <td>11.8</td> </tr> <tr> <td>NPP</td> <td>79.5</td> <td>32.1</td> <td>75.3</td> <td>15.4</td> <td>77.6</td> <td>29.9</td> </tr> <tr> <td rowspan="2">DFE Region</td> <td>PP</td> <td>63.5</td> <td>18.5</td> <td>55.4</td> <td>5.8</td> <td>57.7</td> <td>11.8</td> </tr> <tr> <td>NPP</td> <td>78.7</td> <td>30.6</td> <td>73.1</td> <td>13.7</td> <td>75.9</td> <td>24.9</td> </tr> <tr> <td rowspan="2">Wolverhampton</td> <td>PP</td> <td>68.4</td> <td>21.4</td> <td>62.1</td> <td>9.1</td> <td>62.9</td> <td>15</td> </tr> <tr> <td>NPP</td> <td>81.1</td> <td>33.9</td> <td>75.7</td> <td>16.5</td> <td>79.7</td> <td>27.4</td> </tr> </tbody> </table>			Reading %		Writing %		Maths %				EXS+	HS	EXS+	GD	EXS+	HS	School	PP	61	20	44	7	37	4	NPP	86	50	71	14	85	21	National	PP	62.5	17.4	55.7	6.2	56.6	11.8	NPP	79.5	32.1	75.3	15.4	77.6	29.9	DFE Region	PP	63.5	18.5	55.4	5.8	57.7	11.8	NPP	78.7	30.6	73.1	13.7	75.9	24.9	Wolverhampton	PP	68.4	21.4	62.1	9.1	62.9	15	NPP	81.1	33.9	75.7	16.5	79.7	27.4
		Reading %		Writing %		Maths %																																																																							
		EXS+	HS	EXS+	GD	EXS+	HS																																																																						
School	PP	61	20	44	7	37	4																																																																						
	NPP	86	50	71	14	85	21																																																																						
National	PP	62.5	17.4	55.7	6.2	56.6	11.8																																																																						
	NPP	79.5	32.1	75.3	15.4	77.6	29.9																																																																						
DFE Region	PP	63.5	18.5	55.4	5.8	57.7	11.8																																																																						
	NPP	78.7	30.6	73.1	13.7	75.9	24.9																																																																						
Wolverhampton	PP	68.4	21.4	62.1	9.1	62.9	15																																																																						
	NPP	81.1	33.9	75.7	16.5	79.7	27.4																																																																						
<p><i>Achieve national average progress scores in PP KS2 reading</i></p>	<p><i>Reading progress score (confidence interval in brackets) 1.7 (0.1 – 3.3)</i></p>																																																																												
<p><i>Achieve national average progress scores in PP KS2 writing</i></p>	<p><i>Writing TA progress score (confidence intervals in brackets) -0.8 (-2.3 to 0.8)</i></p>																																																																												
<p><i>Achieve national average progress scores in PP KS2 maths</i></p>	<p><i>Mathematics Progress Score (confidence interval in brackets) -1.2 (-2.7 – 0.3)</i></p>																																																																												
<p><i>Achieve national average expected standard in Y1 (PSC) Phonics Screening Check</i></p>	<p>Phonics Screening Checks</p> <table border="1" data-bbox="467 1256 1225 1375"> <tbody> <tr> <td>School % pupils meeting Y1 phonics standards 2022</td> <td>62% Matched Data: All (31 / 52 pupils) = 60% PP (26 pupils) = 13/26 = 50% Non PP (26 pupils) = 18/26 = 69%</td> </tr> <tr> <td>National % pupils meeting Y1 phonics standards 2022</td> <td>75%</td> </tr> </tbody> </table>	School % pupils meeting Y1 phonics standards 2022	62% Matched Data: All (31 / 52 pupils) = 60% PP (26 pupils) = 13/26 = 50% Non PP (26 pupils) = 18/26 = 69%	National % pupils meeting Y1 phonics standards 2022	75%																																																																								
School % pupils meeting Y1 phonics standards 2022	62% Matched Data: All (31 / 52 pupils) = 60% PP (26 pupils) = 13/26 = 50% Non PP (26 pupils) = 18/26 = 69%																																																																												
National % pupils meeting Y1 phonics standards 2022	75%																																																																												
<p><i>Improve attendance of disadvantaged pupils to LA average of</i></p>	<table border="1" data-bbox="416 1384 1289 1489"> <tbody> <tr> <td><i>Attendance whole school</i></td> <td>92.3%</td> </tr> <tr> <td><i>Attendance PP children</i></td> <td>92.8%</td> </tr> <tr> <td><i>Attendance Non-PP children</i></td> <td>93.9%</td> </tr> </tbody> </table>	<i>Attendance whole school</i>	92.3%	<i>Attendance PP children</i>	92.8%	<i>Attendance Non-PP children</i>	93.9%																																																																						
<i>Attendance whole school</i>	92.3%																																																																												
<i>Attendance PP children</i>	92.8%																																																																												
<i>Attendance Non-PP children</i>	93.9%																																																																												
<p><i>Reduction in behaviour cards results in improved attitude to learning.</i></p>	<p><i>Behaviour tracking of children – 63 of pupils were tracked due to being identified for needing behaviour support. Summer term analysis showed 22 pupils had a decrease in incidents, 16 pupils stayed the same, 25 pupils increased in cards compared to data from Autumn. Need to get rid of card system and replace with zones of regulation and restorative practice as punitive system is not helping enough of our pupils to regulate / learn.</i></p>																																																																												
<p><i>Magic Breakfast provided for all at cost of 30p per day</i></p>	<p><i>Breakfast club provided for all pupils at a cost of 30p per day. Where pupils / families have no funds. Average attendance = 80 pupil per day.</i></p>																																																																												
<p><i>Ensure all children have access to residential and enrichment activities by</i></p>	<p><i>All pupils were given opportunity to attend Y2 and Y6 residentials in academic year 2021 – 2022. All pupils were given opportunity to attend class day trips throughout year and all children attended Beach trip in June 2022.</i></p>																																																																												

contributing 50% of the costs.	
-----------------------------------	--

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Lexia	Lexia Learning