

Bushbury Hill Primary School

Pupil Premium Strategy Statement

2024 - 2025

This statement details our school's use of pupil 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	256
Proportion (%) of pupil premium eligible pupils	68%
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)	2024-2025 <i>(2024 – 2027 for 3 Year plan)</i>
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
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	£230,880
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>	£230,880

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’.

We aim to achieve these objectives with an emphasis on high-quality teaching ensuring the needs of all pupils are met. This is proven to have the greatest impact in narrowing the disadvantaged attainment gap, whilst still benefitting the non-disadvantaged pupils at Bushbury Hill Primary School. Early identification of pupil’s needs will ensure that intervention can be timely.

As a school we recognise that not all pupils who are disadvantaged or vulnerable are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to all pupils, or groups of pupils, the school has legitimately identified as being socially disadvantaged. Funding will be allocated to support those who, as a school, we feel would most benefit from the intervention. Additional funding from the school budget is also used to ensure high quality activity to support wider needs and more 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:

[The EEF Guide to the Pupil Premium | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)
and [Pupil premium - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

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 support*

Wider approaches

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

- *free school breakfast clubs*
- *learning mentors to provide counselling and therapy to support emotional health and wellbeing*
- *attendance and family liaison officer 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

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

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 (PP, SEND & CInoH&P)
6	Safeguarding - high proportion of vulnerable children / crime levels in area
7	Social, Emotional, Mental Health and wellbeing of pupils (ACES) and parents
8	Punctuality and attendance issues
9	Poor learning behaviours
10	Limited life and enrichment experiences

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
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.

To improve parental engagement across the school	Internal analysis will show that a greater number of parents/carers are attending engagement sessions
Improved behaviours for learning	Reduction in behaviour incidents throughout the school
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 funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6476.23

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics coaching sessions for Monster Phonics staff	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 5 6 9
Monster Phonics training for all staff	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 5 6 9
CPD package from White Rose to improve staff subject knowledge	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.	1 2 4 5 6 9

	EEF (Effective Professional development)	
<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.	1 3 4 5 7 9

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

Budgeted cost: £134,249.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Monster Phonics sessions 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 5
<i>Speech and Language sessions</i>	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. EEF	1 2 3 5
<i>Educational Psychologist support 1 to 2 times fortnightly</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 2 3 4 5 7 9
<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 classroom. Nurture Provision in Primary Schools Department of Education (education-ni.gov.uk)	2 3 4 5 6 7 9 10
<i>School Led Tutoring</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 9

Structured interventions delivered by TAs	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. EEF	1 2 3 4 5 9
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £90154.17

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 9
<i>Family liaison officer to increase attendance and punctuality rates in pupils</i>	Family liaison officer 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	2 5 6 7 8 9
<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 4 5 9
<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)	2 5 6 7 8 10
<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.	2 5 6 7 10

Total budgeted cost: £230,880

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

AIMS 2023 - 2024	EVIDENCE TOWARDS COMPLETION																																																															
<p><i>Attainment outcomes in RWM to be in line with National by 2024</i></p>	<table border="1" data-bbox="579 465 1353 996"> <thead> <tr> <th rowspan="2">National based on NCER</th> <th colspan="4">2024 KS2 (Provisional NCER 134/152 LAe)</th> <th colspan="3">2023 KS2 (Provisional NCER 108/152 LAe)</th> </tr> <tr> <th>2024 National</th> <th>2024 LA</th> <th>2024 School All -32 PP-24 X-PP-7</th> <th>Gap Dis v XDis Nat LA</th> <th>2023 National</th> <th>2023 LA</th> <th>Gap Dis v XDis Nat LA</th> </tr> <tr> <th></th> <th>EKS</th> <th>EKS</th> <th>EKS</th> <th>EKS</th> <th>EKS</th> <th>EKS</th> <th>EKS</th> </tr> </thead> <tbody> <tr> <td>RWM</td> <td>All: 61% Dis: 45.6% X-Dis: 66.9%</td> <td>All: 61.2% Dis: 54.9% X-Dis: 67.1%</td> <td>All:42 PP:29% X-PP:86%</td> <td>Nat: -21.3% LA: -12.2% BH:-57%</td> <td>All: 59.5% Dis: 44.1% X-Dis: 65.9%</td> <td>All: 62.5% Dis: 54% X-Dis: 70%</td> <td>Nat: - 21.8% LA: -16%</td> </tr> <tr> <td>Reading</td> <td>All: 74% Dis: 62.5% X-Dis: 79.2%</td> <td>All: 74.7% Dis: 70.7% X-Dis: 78.4%</td> <td>All: 65% PP: 58% X-PP:86%</td> <td>Nat: -16.7% LA: -7.7% BH: -28%</td> <td>All: 72.6% Dis: 60.3% X-Dis: 77.9%</td> <td>All: 74.5% Dis: 69% X-Dis: 79%</td> <td>Nat: -17.6% LA: -10%</td> </tr> <tr> <td>Writing</td> <td>All: 72% Dis: 58.8% X-Dis: 77.3%</td> <td>All: 72.1% Dis: 66.9% X-Dis: 76.9%</td> <td>All: 52% PP: 42% X-PP:85%</td> <td>Nat: -18.5% LA: -10% BH: -43%</td> <td>All: 71.5% Dis: 58.2% X-Dis: 77.1%</td> <td>All: 73.2% Dis: 66% X-Dis: 79%</td> <td>Nat: -18.9% LA: -13%</td> </tr> <tr> <td>Maths</td> <td>All: 73% Dis: 59.2% X-Dis: 79%</td> <td>All: 72.9% Dis: 66.7% X-Dis: 78.7%</td> <td>All: 58% PP: 50% X-PP:86%</td> <td>Nat: -19.8% LA: -12% BH: -36%</td> <td>All: 72.9% Dis: 58.9% X-Dis: 78.8%</td> <td>All: 74.2% Dis: 66% X-Dis: 81%</td> <td>Nat: -19.9% LA: -15%</td> </tr> <tr> <td>GPS</td> <td>All: 72% Dis: 59.1% X-Dis: 77.8%</td> <td>All: 74.3% Dis: 68.2% X-Dis: 79.9%</td> <td>All: 74% PP: 66% X-PP:100%</td> <td>Nat: -18.7% LA: -11.7% BH: -34%</td> <td>All: 72.3% Dis: 59% X-Dis: 77.9%</td> <td>All: 75.8% Dis: 69% X-Dis: 82%</td> <td>Nat: -18.9% LA: -13%</td> </tr> </tbody> </table>	National based on NCER	2024 KS2 (Provisional NCER 134/152 LAe)				2023 KS2 (Provisional NCER 108/152 LAe)			2024 National	2024 LA	2024 School All -32 PP-24 X-PP-7	Gap Dis v XDis Nat LA	2023 National	2023 LA	Gap Dis v XDis Nat LA		EKS	EKS	EKS	EKS	EKS	EKS	EKS	RWM	All: 61% Dis: 45.6% X-Dis: 66.9%	All: 61.2% Dis: 54.9% X-Dis: 67.1%	All:42 PP:29% X-PP:86%	Nat: -21.3% LA: -12.2% BH:-57%	All: 59.5% Dis: 44.1% X-Dis: 65.9%	All: 62.5% Dis: 54% X-Dis: 70%	Nat: - 21.8% LA: -16%	Reading	All: 74% Dis: 62.5% X-Dis: 79.2%	All: 74.7% Dis: 70.7% X-Dis: 78.4%	All: 65% PP: 58% X-PP:86%	Nat: -16.7% LA: -7.7% BH: -28%	All: 72.6% Dis: 60.3% X-Dis: 77.9%	All: 74.5% Dis: 69% X-Dis: 79%	Nat: -17.6% LA: -10%	Writing	All: 72% Dis: 58.8% X-Dis: 77.3%	All: 72.1% Dis: 66.9% X-Dis: 76.9%	All: 52% PP: 42% X-PP:85%	Nat: -18.5% LA: -10% BH: -43%	All: 71.5% Dis: 58.2% X-Dis: 77.1%	All: 73.2% Dis: 66% X-Dis: 79%	Nat: -18.9% LA: -13%	Maths	All: 73% Dis: 59.2% X-Dis: 79%	All: 72.9% Dis: 66.7% X-Dis: 78.7%	All: 58% PP: 50% X-PP:86%	Nat: -19.8% LA: -12% BH: -36%	All: 72.9% Dis: 58.9% X-Dis: 78.8%	All: 74.2% Dis: 66% X-Dis: 81%	Nat: -19.9% LA: -15%	GPS	All: 72% Dis: 59.1% X-Dis: 77.8%	All: 74.3% Dis: 68.2% X-Dis: 79.9%	All: 74% PP: 66% X-PP:100%	Nat: -18.7% LA: -11.7% BH: -34%	All: 72.3% Dis: 59% X-Dis: 77.9%	All: 75.8% Dis: 69% X-Dis: 82%	Nat: -18.9% LA: -13%
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Achieve national average expected standard in Y1 (PSC) Phonics Screening Check	School % pupils meeting Y1 phonics standard 2024	70% (2023-2024) which is up from last academic year 61% (2022-2023)
	National % pupils meeting Y1 phonics standard 2024	80% (2023 – 2024) compared to 79% (2022-2023)
Improve attendance of disadvantaged pupils to LA average (Compulsory age pupils only)	Attendance whole school	94.5% 2023 – 2024 which is an increase from 92.1% 2022-2023
	Attendance PP children	93.5% 2023 – 2024 which is an increase from 91% 2022-2023
	Attendance Non-PP children	96.2% 2023 – 2024 which is an increase from 94% 2022-2023
Reduction in behaviour tracking incidents results in improved attitude to learning.	B1s – Minor behaviour issues / Major behaviour issues. Behaviour tracking of children – At the end of academic year 2022-2023 there were 73 pupils being tracked. At the end of the academic year 2023-2024 there were 41 pupils being tracked for behaviour which is a decrease of 32 pupils. This showing an improvement in attitudes to behaviour across the school.	
Breakfast provided for all	Breakfast club provided for all pupils free of charge with a good turn out each day. This ensures that children are not hungry coming into school. Average attendance = 80 pupil per day with some days being above 90 children. Bagels, crumpets and cereal grab bags are provided for any child who has missed the breakfast club but still come in hungry.	
Ensure all children have access to residential and enrichment activities by contributing 50% of the costs.	All pupils were given opportunity to attend Y2 and Y6 residential in academic year 2023 – 2024. All pupils were given opportunity to attend class day trips throughout year.	

Externally provided programmes

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

Programme	Provider
LEXIA	LEXIA