

PUPIL PREMIUM STRATEGY STATEMENT BUSHBURY HILL PRIMARY SCHOOL

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Bushbury Hill Primary
Number of pupils in school	287
Proportion (%) of pupil premium eligible pupils	65.8% (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 2021
Date on which it will be reviewed	July 2021
Statement authorised by	C Underwood (HT)
Pupil premium lead	C Underwood
Governor / Trustee lead	N Barrett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£254,205
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	£282,190

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’. 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

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 (112 pupils / 38%)
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

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
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
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) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £13,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD training in metacognition</i>	The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	3 4 5
<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: £92,846.40

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 classroom. Nurture Provision in Primary Schools Department of Education (education-ni.gov.uk)	2 3 4 5 6 7 9 12
<i>Teacher led after school tuition</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

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

Budgeted cost: £169,136.20

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>Attendance officers to increase attendance and punctuality rates in pupils</i>	School attendance officers 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>Breakfast Clubs</i>	<p>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.</p> <p>Breakfast clubs programme 2021-2023 - GOV.UK (www.gov.uk)</p>	6 7 8 9 11 12
<i>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

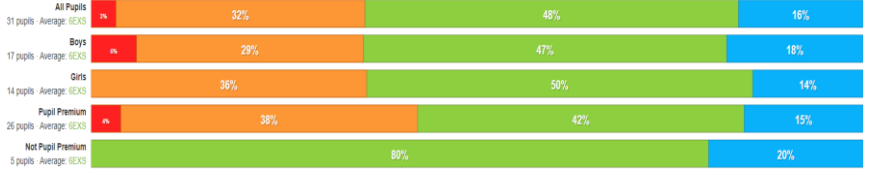
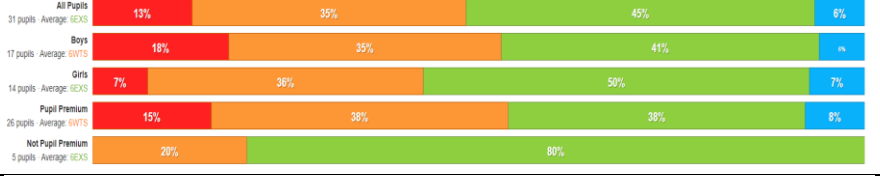
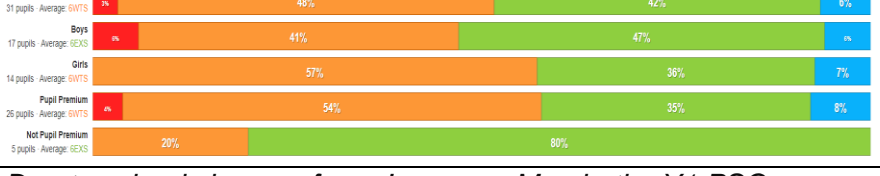
Total budgeted cost: £282,202.60

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 2020 to 2021 academic year.

Due to COVID-19, performance measures in terms of national average or progress measures have not been published for 2020 to 2021. Therefore, please see evidence outlined below.

AIMS 2020-2021	EVIDENCE TOWARDS COMPLETION																															
Achieve national average progress scores in PP KS2 reading	<p>Reading</p> <p>Legend: Well below (red), Just below (orange), Expected (green), Above (blue), No data (grey)</p>  <table border="1"> <caption>Reading Progress Data</caption> <thead> <tr> <th>Group</th> <th>Well below</th> <th>Just below</th> <th>Expected</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>All Pupils (31 pupils)</td> <td>7%</td> <td>52%</td> <td>48%</td> <td>16%</td> </tr> <tr> <td>Boys (17 pupils)</td> <td>7%</td> <td>29%</td> <td>47%</td> <td>18%</td> </tr> <tr> <td>Girls (14 pupils)</td> <td>0%</td> <td>36%</td> <td>50%</td> <td>14%</td> </tr> <tr> <td>Pupil Premium (26 pupils)</td> <td>7%</td> <td>38%</td> <td>42%</td> <td>15%</td> </tr> <tr> <td>Not Pupil Premium (5 pupils)</td> <td>0%</td> <td>0%</td> <td>80%</td> <td>20%</td> </tr> </tbody> </table>		Group	Well below	Just below	Expected	Above	All Pupils (31 pupils)	7%	52%	48%	16%	Boys (17 pupils)	7%	29%	47%	18%	Girls (14 pupils)	0%	36%	50%	14%	Pupil Premium (26 pupils)	7%	38%	42%	15%	Not Pupil Premium (5 pupils)	0%	0%	80%	20%
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Achieve national average expected standard in Y1 (PSC) Phonics Screening Check	<p>Due to school closures from January – March, the Y1 PSC was carried out in December 2021, with 60% pass rate. (The national average for 2019 was 82%)</p> <p>PP Breakdown</p> <p>All (18 / 30 pupils) = 60%</p> <p>PP (17 pupils) = 11/30 = 37%</p> <p>Non-PP (13 pupils) = 7/30 = 23%</p>																															
Improve attendance of disadvantaged pupils to LA average of 98.5%	Attendance whole school	94%																														
	Attendance PP children	93.8%																														
	Attendance Non-PP children	95.7%																														
Reduction in behaviour cards results in improved attitude to learning.	<p>Behaviour tracking of children - 17% (49 pupils) of pupils were tracked due to being identified for needing behaviour support. Summer term analysis showed 28 pupils had a decrease in incidents, 5 pupils stayed the same, 7 pupils couldn't be compared due to no previous data (so increase) and 9 pupils increased in cards compared to data from Autumn.</p>																															
Daily Magic Breakfast provided in all classes	<p>Breakfast bagels delivered to all bubbles / classes throughout year.</p>																															

<i>Increase parental involvement with learning.</i>	<i>Home learning from January 2021 – March 2021 Daily live lessons from Years 2 – 6, 2 weekly work packs plus stationary delivered to all pupils. Over 100 laptops distributed for pupils to access learning. Families would often watch the live lessons with their pupils, therefore increasing parental engagement and lessening the digital divide.</i>
<i>Ensure all children have access to residential and enrichment activities by contributing 50% of the costs.</i>	<i>All pupils were given opportunity to attend Y2 (June 21) and Y6 (Oct 20) residential in academic year 2020 – 2021. All pupils were given opportunity to attend class day trip in Summer term 2021.</i>

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