

Bushbury Hill Primary School

Pupil Premium Strategy Statement

2025 - 2026

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	238
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)	2025-2026 (2024 – 2027 for 3 Year plan)
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
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	£257,346
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£257,346

Part A: Pupil premium strategy plan

Statement of intent

At Bushbury Hill Primary School, our overarching aim is to ensure that all pupils—regardless of their background or any challenges they may encounter—make sustained progress and attain high standards across all areas of the curriculum. The pupil premium strategy is specifically designed to support disadvantaged and vulnerable pupils in achieving these outcomes, including those who are already high achievers.

Our approach is founded on the principle of delivering inclusive, child-centred, high-quality teaching, with targeted support in areas where disadvantaged and vulnerable pupils require the greatest assistance. Through a curriculum that is both relevant and aspirational, Bushbury Hill is committed to advancing equality of access and opportunity, thereby securing the best possible outcomes for every learner.

This strategy seeks to enable all pupils to fulfil their potential while experiencing a positive and enriching education. Our provision equips children to become caring, confident, and responsible citizens who aspire to achieve their personal best.

We prioritise high-quality teaching as the most effective means of narrowing the attainment gap for disadvantaged pupils, while simultaneously benefiting all learners.

Early identification of individual needs ensures that interventions are timely and impactful.

We acknowledge that not all disadvantaged or vulnerable pupils are eligible for free school meals. Consequently, we reserve the right to allocate Pupil Premium funding to any pupils or groups identified as socially disadvantaged. Funding will be directed towards those who, in the professional judgment of the school, would derive the greatest benefit from intervention. Additional resources from the school budget are also deployed to provide high-quality activities that address wider needs and support a greater number of pupils.

Governor Nigel Barrett meets with senior leaders on a termly basis to evaluate progress against objectives for disadvantaged pupils. Termly provision maps are produced by staff and the Leadership Team to identify individuals and groups requiring intervention. These maps, along with progress reviews, are discussed during pupil progress meetings and subsequently 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.eef.org.uk/publications/EEF-Guide-to-the-Pupil-Premium) and [Pupil premium - GOV.UK \(www.gov.uk\)](https://www.gov.uk/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

To ensure Quality First Teaching for all pupils which will lead to good outcomes for disadvantaged pupils. High quality teaching is recognised as the greatest factor in Pupil Premium pupils closing the gap with their peers. We will ensure that the curriculum is inclusive of all pupils and is motivating for all.

Targeted academic support

To provide targeted academic support having gained a thorough knowledge of our Pupil Premium pupils and their barriers to learning. for example:

- *one-to-one interventions / tuition*
- *small group interventions / tuition*
- *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, especially in phonics / reading
3	Below average attainment in Writing and Maths
4	Higher proportion of disadvantaged pupils (PP, SEND & CInoH&P)
5	Safeguarding - high proportion of vulnerable children / crime levels in area
6	Social, Emotional, Mental Health and wellbeing of pupils (ACES) and parents
7	Punctuality and attendance issues
8	Poor learning behaviours
9	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 outcomes of arithmetic across the school – Added to strategy plan 2025	Internal data will show an improvement in average mental arithmetic scores from September through to July.
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: £20760.40

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 Phonics EEF	1 2 4 7 8
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 Phonics EEF	1 2 4 7 8
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. EEF (Effective Professional development) Effective Professional Development EEF	1 2 3 4 7 8
<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 8

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

Budgeted cost: £120,000

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. Phonics EEF	1 2 3 4 7 8
<i>Educational Psychologist support 10 days per year</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 6 8
<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) The EEF Toolkit and Nurture Groups	1 2 3 4 5 6 7 8 9
<i>School Led Tutoring</i>	Small group tuition has an average impact of five months' additional progress over the course of a year. EEF Selecting interventions EEF Toolkit The Education Endowment Foundation	1 2 3 4
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 Teaching Assistant Interventions EEF	1 2 3 4

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



Budgeted cost: £116,586

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 Improving Behaviour in Schools EEF Toolkit The Education Endowment Foundation	4 5 6 8 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://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance	2 4 5 6 7
<i>Lunchtime, learning and play leaders to improve behaviour and reading</i>	Reading comprehension strategies are high impact on average (+7 months). EEF Reading comprehension strategies EEF	1 2 4 6 8
<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. National school breakfast club programme - GOV.UK Breakfast club research show positive impact	4 5 6 7 9
<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.	4 5 6 9

Total budgeted cost: £257,346

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

AIMS 2024 - 2025	EVIDENCE TOWARDS COMPLETION			
To improve outcomes in phonics and early reading. - Achieve national average expected standard in PSC.	Phonics Screening Check			
			2024-2025	
	Statistic	Cohort	School	National
	% of pupils passing in Year 1	30	83% 	80%
	% of pupils passing check by end of Year 2	30	83% 	89%
We achieved above national for PSC in 2025. 71% of PP pupils achieved PSC compared to 92% of NPP.				
To improve attainment outcomes in RWM - % of PP children at ARE will be 65% or above.		Reading	Writing	Maths
	PP	76%	60%	52%
	All pupils average	80%	63%	57%
	Reading has been achieved, Writing was close to the target but PP children still aren't achieving in Maths.			
To achieve expected progress in RWM - Achieve national average KS2 progress scores.	Due to Covid, there aren't any national progress scores for this cohort.			
To improve parental engagement across the school - Internal analysis will show that a greater number of parents/carers	Parental engagement is still low across curriculum sessions. The Summer Fayre and Christmas activities were very well attended though. This needs a continued focus.			

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Improved behaviours for learning <ul style="list-style-type: none">- Reduction in behaviour incidents throughout the school	At the end of the 2023 – 2024 academic year there were 41 pupils being tracked for behaviour. There has been an improvement in the current academic year (2024 – 2025) as at the end of they year there were 36 pupils being tracked.																																										
Increased rates of attendance and punctuality <ul style="list-style-type: none">- Improve attendance of disadvantaged pupils to be higher than National averages. Reduction in minutes lost in identified pupils.	<p>All pupils - Attendance</p> <table><tr><th>Year</th><th>Cohort</th><th>School</th><th>National</th><th>National distribution banding</th><th>Sch trend vs Nat trend</th><th>School context</th></tr><tr><td>2024/25</td><td>213</td><td>93.6%</td><td>94.9%</td><td>Below</td><td>In line</td><td>High - FSM, High - SEN</td></tr></table> <p>FSM6 - Attendance</p> <table><tr><th>Year</th><th>Cohort</th><th>School</th><th>National</th><th>National distribution banding</th><th>Sch trend vs Nat trend</th><th>School context</th></tr><tr><td>2024/25</td><td>150</td><td>92.3%</td><td>92.6%</td><td>Close to average</td><td>Relative decline</td><td>High - FSM, High - SEN</td></tr></table> <p>PP pupils' attendance is close to National.</p> <p>FSM6 - Persistent absence</p> <table><tr><th>Year</th><th>Cohort</th><th>School</th><th>National</th><th>National distribution banding</th><th>Trend</th><th>School context</th></tr><tr><td>2024/25</td><td>150</td><td>25.3%</td><td>24.4%</td><td>Close to average (non-sig)</td><td>No sig change</td><td>High - FSM, High - SEN</td></tr></table>	Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context	2024/25	213	93.6%	94.9%	Below	In line	High - FSM, High - SEN	Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context	2024/25	150	92.3%	92.6%	Close to average	Relative decline	High - FSM, High - SEN	Year	Cohort	School	National	National distribution banding	Trend	School context	2024/25	150	25.3%	24.4%	Close to average (non-sig)	No sig change	High - FSM, High - SEN
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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
White Rose Maths CPD and Fluency Bee	White Rose Education