

Pupil premium strategy statement

This statement details Bushmead Primary School use of pupil premium (and recovery premium for the 2022 to 2023 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	Bushmead Primary School
Number of pupils in school	748
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2025/2026
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement written and authorised by	Joanne Travi, Headteacher
Pupil premium lead	Steve Read Deputy Headteacher
Governor lead	Ian Ward Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131850
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£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	£131850

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point in the last six years. The recovery premium provides additional funding for state-funded schools in the 2022 to 2023 academic year. The funding is aimed at addressing inequalities which exist between children from disadvantaged backgrounds and those of their peers. It also supports children of service personnel and Looked After Children. Children that qualify under this criteria of what is disadvantage is 10% of the school population. At Bushmead we know that we have a significant further group of children that are disadvantaged but do not qualify as Pupil Premium children. It is our intent to close the attainment gap between disadvantaged pupils and non-disadvantaged pupils.

Every stakeholder in our school, all staff and the governing body have responsibility for meeting the needs of disadvantaged children. We are committed to fulfilling our Vision and Mission where we empower all children to be active, confident learners and they are inspired to excel. We are committed to looking after the pupils' pastoral, social and academic needs by creating a safe, learning community.

We intend to overcome barriers to learning through high quality inclusive teaching, targeted academic support, conferencing, and effective short term interventions, we use specific assessment to identify those children that are not on target or make sufficient progress. Our aim is to get every child to the expected levels by the end of Yr 6. We have robust monitoring and evaluation.

At Bushmead we believe children will learn if they are happy and safe in school. All staff are responsible for the pastoral care of our children. Our Family Team gives particular support to disadvantaged children. We run a variety of well-being programmes, parent workshops and give group and individual support to children to ensure that we are looking after the emotional well-being of our most disadvantaged children. Family workers access support from external agencies.

Challenges

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

Challenge number	Detail of challenge
1	Impact of COVID-19 on academic progress and well-being for PP children. A greater proportion of disadvantaged children have not stayed 'on track'

	during the pandemic and there are greater gaps in their learning. Continue to monitor catch up and progress
2	Underdeveloped language skills and vocabulary gaps, particularly in arrival in Reception. Speech and language gaps in KS1. 35% EAL, with 52 second languages spoken at home.
3	Assessments, observations, and discussions with pupils tell us that disadvantaged pupils generally have greater difficulties with phonics and speech and language than their peers. This negatively impacts their development as readers. They are less likely to read at home (as demonstrated by their reading records) and attainment.
4	Our observations and discussions with pupils and families have identified social and emotional issues for some pupils, particularly a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.

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.*

<i>Intended outcome</i>	<i>Success criteria</i>
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged 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.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of standardised diagnostic assessments to target learning. Star Reader / Star Maths / Little Wandle / Nessy / Dynamo and Accelerated Reader	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3,
Train staff and embed Nuffield Early Language Intervention (NELI)	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2
Implement a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Bushmead has chosen Little Wandle: Letters and Sounds Revised.	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	2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Use of Little Wandle catch up. We are joining a local English Hub to support our work here.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Enhancement of our maths teaching and curriculum	The DfE non-statutory guidance has been produced in conjunction with the National	1

<p>planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Bushmead is part of the Enigma Hub and our mastery scheme is White Rose.</p>	<p>Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	
<p>Subscribing to and working with Challenging Education - RADY (Raising Attainment for Disadvantaged Youngsters).</p> <p>Internal and bought in CPD Coaching for senior leaders</p>	<p>Evidence that we focus on equity over equality and commit to uplifting our disadvantaged children.</p> <p>https://challengingeducation.co.uk/</p>	1, 2, 3, 4
<p>Yr 6 tuition groups and extended conferencing by class teachers.</p> <p>Facilitated in house.</p> <p>10% of TA & LSA time is dedicated to support disadvantaged children.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3

Total budgeted cost: £116,000

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The appointment and training of a senior lead for well-being and mental health.</p> <p>In house CPD and external projects such as Let's Go Beyond, Chris Quigley Recovery Curriculum, adapting our own PSHE curriculum, Well-Being Week.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	4

<p>Appointment of an additional Family Worker to support the emotional needs of children and families and lead on improving attendance</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4
<p>Provide opportunities for in school and after school clubs</p> <p>20% of all clubs to be given to PP children</p> <p>UPS staff time & learning support assistants to manage clubs for at least one hour a week or equivalent</p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending Guide to the pupil premium EEF</p> <p>https://educationendowmentfoundation.org.uk/</p>	All
<p>Trips and visits – organise trips linked to curriculum & support financially if necessary.</p> <p>Specific experiential trips for disadvantaged children.</p> <p>Residentials that are organised and financial support is offered for key families</p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending Guide to the pupil premium EEF</p> <p>https://educationendowmentfoundation.org.uk/</p>	All
<p>Well established before-school support such as breakfast club for pupils. -</p> <p>Free and discounted places offered.</p>	<p>Breakfast clubs found to boost primary pupils' reading writing... EEF</p>	4

Total budgeted cost: £23,050

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.

Our assessment data for 2022/23 showed that the performance of disadvantaged pupils was lower than that of non-disadvantaged children. The outcomes we aimed to achieve in our previous strategy were therefore not fully realised.

Our assessment of the reasons for these outcomes point primarily to COVID 19 disruption and needing more time for pupils to catch up. As evidenced in schools across the country, school closure 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. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure and offering key worker places to our disadvantaged children where we safely could.

We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Further information

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:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

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.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

Engaging RADY is a positive and exciting step forward for our school.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.