

# Pupil Premium Strategy Statement

## (Yr 2 of 3 2023 - 2027)

This statement details Bushmead Primary School's use of pupil premium funding 2025/26 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	709
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers	2023 to 2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement written and authorised by	Joanne Travi, Headteacher
Pupil Premium Lead	Helen Scarrott Deputy Headteacher
Governor lead	Sid Amin Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,095
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£126,095

## Part A: Pupil Premium Strategy Plan

### Statement of intent

Pupil Premium is additional funding allocated to schools based on the number of pupils eligible for free school meals (FSM) at any point in the last six years. The funding is aimed at addressing the inequalities that exist between children from disadvantaged backgrounds and their peers. It also supports children of service personnel and Looked After Children. Approximately 15% of the school population meets these criteria. At Bushmead, we know that we have a significant further group of children who are disadvantaged but do not qualify as Pupil Premium children. We intend to close the attainment gap between disadvantaged pupils and non-disadvantaged pupils.

Every stakeholder in our school, all staff and the governing body have a 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 assessments to identify those children who are not on target or make sufficient progress. We aim 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

- Reduce the attainment gap between disadvantaged pupils (including those who are looked-after or previously looked-after) and their peers at all phases, with particular focus on early language, secure decoding/phonics, reading fluency and writing attainment by the end of KS2.
- Ensure disadvantaged pupils have equitable access to the curriculum, enrichment and pastoral support so they can progress confidently to their next stage of education.

- Improve attendance and reduce levels of persistent absence for disadvantaged pupils, so they benefit from high-quality first teaching and targeted support.
- Improve social, emotional and mental health outcomes for disadvantaged pupils so well-being and behaviour do not prevent learning.
- Strengthen the progress and outcomes of disadvantaged pupils with SEND and those who are looked-after, ensuring needs are met through high-quality provision, multi-agency planning and appropriate use of Pupil Premium Plus.

How this strategy works towards those objectives

- We prioritise high-quality teaching (Tier 1 of the DfE/EEF tiered model) so that “the teacher is the intervention”: curriculum sequencing, early years language-rich provision and staff development focus on precise teaching of vocabulary, phonics and comprehension across the school. (DfE Menu: High-quality teaching; EEF guidance on communication, language and early literacy) [Education Endowment Foundation – Preparing for Literacy / Communication & Language approaches](#) and [EEF Improving Literacy in Key Stage One / Phonics guidance](#).
- We fund targeted academic support (Tier 2) proportionate to need: validated small-group and one-to-one interventions (phonics catch-up, NELI-style language groups, reading comprehension programmes, small-group tuition, targeted TA deployment) to rapidly close gaps identified via diagnostic assessment. (EEF: small-group tuition, one-to-one tuition, early literacy) [EEF Small group tuition](#) and [EEF Early literacy approaches](#).
- We implement wider strategies (Tier 3) to remove non-academic barriers: attendance support, family engagement, social and emotional learning (SEL), additional pastoral capacity, enrichment (clubs, trips, music) and targeted support for looked-after children. (DfE Menu: Wider strategies; EEF SEL & Attendance resources) [DfE Using pupil premium: guidance for school leaders \(Menu of approaches\)](#) and [EEF Social and Emotional Learning guidance](#).

Key principles

- Evidence-informed: interventions chosen align with robust EEF and DfE guidance and local diagnostic assessment. Key activities cite EEF guidance (e.g., communication & language, phonics, targeted tuition, SEL, attendance).
- Targeted and proportionate: spend is directed according to need (not eligibility alone) – persistent disadvantage, EAL with limited English, SEND and looked-after pupils receive tailored provision.
- Whole-school responsibility: high-quality teaching across the school is the first line of support; Pupil Premium funds enhance capacity, CPD and targeted interventions where classroom teaching alone is insufficient.
- Evaluate and adapt: clear success criteria, monitoring, termly impact reviews and cost-benefit evaluation to scale effective approaches and stop or adapt ineffective ones.
- Inclusion and dignity: provision seeks to avoid stigma (use of universal offers where possible, careful targeting and sensitive communications with families).

Cohort context that shapes this strategy (school-specific)

- 711 pupils (age 3–11) including nursery. Pupil Premium (PP) = 15% of roll; EAL 33% with 40 languages spoken at home (Census 2025). Attendance overall 95%

but persistent absence 19%. SEND 19% and 21 pupils have EHCP. These characteristics increase the urgency of early language, phonics and attendance work and the need for high-quality inclusive practice (OFSTED comments referenced in leadership priorities).

Evidence base note: Where activities refer to evidence, the evidence source is the EEF or DfE guidance and is linked directly in the Activities section. All evidence choices are aligned to the DfE Menu of Approaches and the EEF Teaching & Learning Toolkit and guidance reports cited. See also DfE Pupil Premium guidance for accountability and the Menu of Approaches [DfE Using pupil premium guidance \(Menu of approaches\)](#).

The table below sets out the priority, evidence-informed challenges this strategy addresses. These draw directly from the school's context and our pupil premium diagnostic.

	<b>Detail of challenges</b>
1	Underdeveloped language and vocabulary on school entry and across EY/KS1: 33% EAL intake, 40 languages spoken at home; many pupils arrive with limited English vocabulary and speech & language gaps in Reception and KS1, which affect access to curriculum and writing development.
2	Disadvantaged pupils have lower phonics and early reading skills and are less likely to read at home – assessment and discussion show weaker decoding/phonics confidence and lower home reading engagement, limiting reading fluency and comprehension.
3	Social, emotional and pastoral barriers: increase in disadvantaged pupils with emotional needs (post-pandemic reduction in enrichment at home), impacting engagement, behaviour regulation, focus in class and readiness to learn.
4	Attendance and persistent absence: overall attendance 95% masks persistent absence at 19% (disproportionately affecting disadvantaged pupils), reducing exposure to high-quality teaching and interventions.
5	An increasing number of looked-after children and pupils with complex needs (21 EHCP; SEND 19%) requiring specialised planning, Pupil Premium Plus coordination and multi-agency support to ensure progression.

## **Intended outcomes**

### **3. Intended Outcomes**

The table below lists intended outcomes linked to the identified challenges and measurable success criteria.

Intended Outcome	Success Criteria
1. Rapid improvement in receptive & expressive language and Tier 2 vocabulary for early years & KS1 pupils (esp. EAL & disadvantaged)	<ul style="list-style-type: none"> <li>- Reception/EY language screening and NELI-style baseline → 6-month increase in standardised oral language scores for targeted pupils within one academic year.</li> <li>- Increased proportion of disadvantaged pupils meeting GLD language-related Early Learning Goals (target: +10 percentage points for PP cohort year-on-year).</li> <li>Evidence-informed monitoring (NFER/NELI measures). <a href="#">EEF Preparing for Literacy / Communication &amp; Language approaches</a>.</li> </ul>
2. Improved phonics, decoding and reading progress across Years R-4 for disadvantaged pupils	<ul style="list-style-type: none"> <li>- Disadvantaged pupils' phonics screening/assessments: increase in pass/secure phonics by end of Year 1 and catch-up acceleration in Years 2-4 (target: PP gap to peers reduced by 50% within two years).</li> <li>- Reading fluency scores and quiz/comprehension measures show termly improvement (target: +4 months progress over baseline per year for targeted pupils). <a href="#">EEF Phonics; Early literacy approaches</a>; <a href="#">EEF Small group tuition</a>.</li> </ul>
3. Strengthened SEL, behaviour regulation and pastoral resilience for targeted disadvantaged pupils	<ul style="list-style-type: none"> <li>- Reduce the number of behaviour incidents requiring removal/sanction for targeted pupils by 30% within one year; improved teacher-rated wellbeing and SEL assessments (measured termly).</li> <li>- Increased sustained participation in enrichment (attendance at at least one club/trip per term for targeted PP pupils). <a href="#">EEF Social and Emotional Learning guidance</a>.</li> </ul>
4. Improved attendance and reduced persistent absence for disadvantaged pupils	<ul style="list-style-type: none"> <li>- Reduce persistent absence among disadvantaged pupils from 19% to ≤12% within 12 months with termly monitoring and targeted family support.</li> <li>- Whole-school attendance target maintained at ≥96% with narrowing of the PP/non-PP attendance gap. <a href="#">DfE Attendance guidance</a>; <a href="#">EEF attendance evidence brief</a> and <a href="#">DfE Using pupil premium</a>.</li> </ul>
5. Improved outcomes for disadvantaged pupils with SEND and looked-after children	<ul style="list-style-type: none"> <li>- Individual Education Plan (IEP) / PEP targets met: at least 80% of targeted SEND PP pupils make expected or better progress in agreed targets each term.</li> <li>- Pupil Premium Plus planning implemented for LAC with measurable progress in attendance, attainment and SEMH targets (termly PEP reviews). <a href="#">DfE Pupil Premium Plus guidance &amp; EEF Making Best Use of TAs guidance</a> and <a href="#">EEF Making Best Use of Teaching Assistants</a>.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of standardised diagnostic assessments to target learning.</p> <p>Star Reader / White Rose Maths / Little Wandle / Accelerated Reader</p>	<p>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:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1 & 2
<p>Train staff and embed Nuffield Early Language Intervention (NELI)</p>	<p>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:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1 & 2
<p>Implement a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>Bushmead has chosen Little Wandle: Letters and Sounds Revised.</p>	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1 & 2
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Use of Little Wandle catch-up.</p>	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1 & 2

We are joining a local English Hub to support our work here.		
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  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).  Bushmead is part of the Enigma Hub and our mastery scheme is White Rose.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>  The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	1
Yr 6 tuition groups and extended conferencing by class teachers.  They are facilitated in-house.  10% of LSA time is dedicated to supporting disadvantaged children.	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:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  In small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2 & 3
Emotional Support Pathways  3 x LSAs ELSA trained  Mental Health Accreditation	  <a href="https://www.elsa-support.co.uk/what-is-elsa-intervention/">https://www.elsa-support.co.uk/what-is-elsa-intervention/</a>	3 & 4

**Total budgeted cost: £125,050**

Wider strategies (for example, related to attendance, behaviour, well-being)

Activity	Evidence that supports this approach	Challenge number(s) addressed
The appointment and training of a senior lead for well-being and mental health.  In house CPD and external projects such as adapting our	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):	4

<p>own PSHE curriculum, Well-Being Week.</p>	<p><a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	
<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 <a href="#">Improving School Attendance</a> 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>	<p>3 &amp; 4</p>
<p>Provide opportunities for in school and after school clubs</p> <p>15% of all clubs to be given to PP children</p> <p>UPS staff time &amp; 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><a href="https://educationendowmentfoundation.org.uk/">https://educationendowmentfoundation.org.uk/</a></p>	<p>All</p>
<p>Trips and visits – organise trips linked to curriculum &amp; 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><a href="https://educationendowmentfoundation.org.uk/">https://educationendowmentfoundation.org.uk/</a></p>	<p>All</p>
<p>Well established before-school support such as breakfast club for pupils.</p> <p>Free and discounted places offered.</p>	<p><a href="#">Breakfast clubs found to boost primary pupils' reading writing...   EEF</a></p>	<p>3</p>

Review of all Behaviour Policies	<a href="https://therapeuticthinking.co.uk/">https://therapeuticthinking.co.uk/</a>	3 & 4
Therapeutic Thinking Training for staff.		

**Total budgeted cost: £25,050**

## 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 2023/24 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 several reports, studies and research papers about the 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.

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.