

Bushfield Pupil premium strategy statement 2022-2023

This statement details our school's 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	Bushfield
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	Sept 2021
Date on which it will be reviewed	July 2023
Statement authorised by	S.Springett-McHugh
Pupil premium lead	L. Macdonald
Governor / Trustee lead	A. Nixon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£194,165
Recovery premium funding allocation this academic year	£14,280
Pupil premium funding carried forward from previous years (enter £0 if not applicable) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£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	£208,445

Part A: Pupil premium strategy plan

Statement of intent

Bushfield School is determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focussed support, curriculum enrichment, and pastoral care. We believe the additional provision delivered through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. Indeed, it should be noted, that many of the pupils identified as requiring additional levels of support are not necessarily those who fulfil the FSM eligibility criteria. There is no expectation that all Pupil Premium funded pupils will receive identical support and the allocation of the budget for each pupil feeds into the whole school budget as opposed to being ring fenced. The school considers best ways to allocate Pupil Premium money annually following rigorous data analysis and the careful consideration of the needs of the pupils. Currently there is an enhanced focus on targeted intervention and quality first teaching in the first year using the expertise of experienced staff teachers using targeted and short intervention which is frequently reviewed.

Challenges

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

Challenge number	Detail of challenge
1	Writing attainment is behind that of their peers
2	Reading attainment is behind that of their peers
3	Reasoning in maths attainment
4	Vulnerable families and pupils with emotional and social needs / lack of home support with learning
5	Ensure there is a focussed monitoring on attendance and maintaining good attendance

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 achieve improved progress in Reading	Achieve above national average progress scores in KS2 Reading or better (0+) 2023
To achieve improved progress in Writing	Achieve above national average progress scores in KS2 Writing or better (0+) 2024

To achieve improved progress in Mathematics	Achieve above national average progress scores in KS2 Maths or better (0+) 2023
To improve attainment in the MTTC	Children to achieve 70% correct 2022
To improve access to quality reading texts for pp children	pp children to have had access to quality texts both via the classroom and personally for use at home 2022

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: £ 145,000 (60% contribution)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed 'The Write Stuff' structure to Writing lessons. Invest in Quality CPD. Ensure consistent quality of delivery across the school. Monitoring and evaluation schedule set up	EEF research shows that improvements in English can be achieved through activities that -extend pupils' expressive and receptive vocabulary; -collaborative learning activities where pupils can share their thought processes; -structured questioning to develop reading comprehension; -teachers modelling inference-making by thinking aloud; and -pupils articulating their ideas verbally before they start writing Which is actively promoted via The Write Stuff	1,2,3
Overstaffing or Set teachers in Years 3,4,5 & 6 for core subjects to improve progress and attainment.	Reducing class size has a small positive impacts of +2 month, on average. The majority of studies examine reductions of 10 pupils. There is some evidence for additional benefits of smaller class sizes with younger children, so smaller class sizes may be a more effective approach during the early stages of primary school. (EEF, 2021)	1,2,3,4,5

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

Budgeted cost: £ 27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund tuition opportunities for pupils to establish small group interventions for children to reach age related expectations (ARE)	Small group tuition has an average impact of four months' additional progress over the course of a year. (EEF, 2021)	1,2,4
Embed and refine the use of quality intervention materials: Reading Plus, Learning By Questions to support small group intervention work.	<p>'Evidence indicates that one to one tuition (and small group tuition) can be effective, providing approximately five additional months' progress on average. – EEF 'how effective is the (tutoring) approach'</p> <p>Teach reading comprehension strategies through modelling and supported practice - EEF</p> <p>'Reading Plus focuses on fluency, comprehension, and vocabulary, three of the five essential pillars of reading. These three pillars are critical as students make the shift from the learning-to-read stage to the reading-to-learn stage of reading development' – Reading plus</p> <p>The Education Endowment Foundation (EEF) has recently published its latest guidance report, Using Digital Technology to Improve Learning. The report reviews the best available evidence to offer schools four recommendations regarding how technology can improve teaching & learning – in this instance, specifically the 'use of technology to increase the benefits of practice to improve fluency or retention of information'</p> <p>And</p> <p>Immediate feedback - LBQ</p> <p>The EEF reports that feedback over a school year is equivalent to 8 months of additional teaching</p>	1,2,4

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

Budgeted cost: £36,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wider curriculum opportunities –To provide wider curriculum enrichment opportunities to broaden children's life experiences - Support for	<p>Physical activity has important benefits in terms of health, wellbeing and physical development.</p> <p>Residential experiences do support vulnerable learners enabling them to achieve their expected results in SATs</p>	4,5

residential visits, clubs/fixtures etc.	assessments. Vulnerable pupils who went on residential after their SATs assessments underachieved. The survey results have a strong reliability and demonstrate a high correlation for the following impacts on personal effectiveness and locus of control: • Cooperative Teamwork • Leadership Ability • Internal Locus of Control • Open Thinking • Quality Seeking • Social Effectiveness • Stress Management - The impact of residential experiences on pupil progress and attainment in year six (10 – 11 year olds) in England A Learning Away Comparative Research Study / 'Evidence on life skills and enrichment – teacher tool kit	
Improve attendance and so access to learning – sharing the cost of a School Welfare Office with a partner school	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	4,5
Offering wrap-around care (breakfast and afterschool clubs) for pupils to encourage engagement with school	Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation. (EEF, 2021)	4,5
Develop social and language skills – using a Learning Mentor	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year (EEF, 2021)	4,5

Total budgeted cost: £208,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

<p>Aim: To achieve improved progress in Reading</p> <p>Target : Achieve above national average progress scores in KS2 Reading or better (0+) 2023</p> <p>Review: 71% of PP children achieved standard in Reading compared to a national figure of 74%. This is marginally behind national. 76% of our non PP children achieved standard – so PP children are again only marginally behind on performance with their peers. This is a positive result.</p> <p>It is worth noting that this was a poor performing cohort at KS1 with only 40% of children achieving standard at KS1. Progress measures, which are released in September, should show strong progress despite the overall attainment figure.</p>
<p>Aim: To achieve improved progress in Writing</p> <p>Target: Achieve above national average progress scores in KS2 Writing or better (0+) 2024</p> <p>Review: 64% of PP children achieved standard in writing compared to 69% nationally – slightly behind. However 84% of our Non PP children achieved standard and so there is a definite gap that has opened up since the last national benchmarking of results.</p> <p>It is worth noting that this was a poor performing cohort at KS1 with only 11% of children achieving standard at KS1. Progress measures, which are released in September, should show strong progress despite the overall attainment figure.</p>
<p>Aim: To achieve improved progress in Mathematics</p> <p>Target: Achieve above national average progress scores in KS2 Maths or better (0+) 2023</p> <p>Review: 58% of PP children achieved standard in Maths this is behind a national benchmark of 71%. 66% of non PP children achieved standard in maths and while they have achieved slightly better outcomes than their PP peers, Maths attainment will become a school wide focus in the next year(s) to review provision and analyse where teaching practice can be improved.</p> <p>It is worth noting that this was a poor performing cohort at KS1 with only 39% of children achieving standard at KS1. Progress measures, which are released in September, should show strong progress despite the overall attainment figure.</p>

<p>Aim: To improve attainment in the MTTC</p> <p>Target: Children to achieve 70% correct 2022</p> <p>57% of all children achieved 70% correct or over. There is no national benchmark or target to work towards the 70% was a school set target from which we will begin to measure progress next year. 50% of PP children achieved the same target. Slightly behind their peers.</p>
<p>Aim: To improve access to quality reading texts for pp children</p> <p>Target: pp children to have had access to quality texts both via the classroom and personally for use at home 2022</p> <p>Review: PP children received a new reading book – linked to their likes and interests each half term to ensure they had access to quality reading text not just in school but at home to keep. Additional books were donated at Christmas through a blind raffle where children could collect a wrapped book to take home. Therefore – PP children this year had access to free library books through the school, pitched guided reading texts linked to their reading attainment, quality, vocabulary rich text through the class reading spine texts and 7 individual texts to take home and personally keep.</p>
<p>Aim: To improve attendance and wider curriculum opportunities.</p> <p>Review: The school maintained a full program of wider curriculum opportunities including visitors in, day trips out and residential. For PP children the potential for support with funding is applied where required. PP children’s attendance was 91.54% where our non pupil premium children’s was 95.01%. The school’s average was 93.6%. All of these groups were above or in line with the national attendance figures at the time (June 2022) was 91.4%.</p>

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
Learning village	
Ebooks	
Reading eggs	
Reading on line tutoring	Reading Plus
Online tutoring support Maths	Learning by questions
The write Stuff	

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils