

Bushfield Pupil premium strategy statement 2024 - 2025

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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
Number of pupils in school	366
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	Sept 24
Date on which it will be reviewed	July 2027
Statement authorised by	S. Springett-McHugh
Pupil premium lead	L. Macdonald
Governor / Trustee lead	J. Yeo

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190,140
Recovery premium funding allocation this academic year.	£13,442
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 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>	£203,552

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 85% of children achieving the national standard by 2027
To achieve improved progress in Writing	Achieve 85% of children achieving the national standard by 2027

To achieve improved progress in Mathematics	Achieve 85% of children achieving the national standard by 2027
To improve attainment in the MTTC	Children to achieve 80% getting a score of 20 or over correct in 2027
To improve vulnerable children's engagement with school	To see an improvement in PP/Send attendance by 2027
To improve attendance figures	To Achieve 95% attendance by 2027

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: £93,253

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed 'White Rose Maths' structure to Maths lessons.</p> <p>Invest in Quality CPD.</p> <p>Ensure consistent quality of delivery across the school.</p> <p>Monitoring and evaluation schedule set up</p>	<p>EEF research (2021) 'improving maths at KS2 & 3' shows that improvements in maths can be achieved through activities that</p> <ul style="list-style-type: none"> - Use manipulatives and clear representation - Teach strategies for solving problems - Develop rich mathematical knowledge. <p>Which is actively promoted via White Rose Maths</p>	3,4,5
<p>Overstaffing or Set teachers in Years 3,4,5 & 6 for core subjects to improve progress and attainment.</p>	<p>Reducing class size has a small positive impacts of +2 month, on average. The majority of studies examine reductions of 10 pupils.</p> <p>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)</p>	1,2,3,4,5

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

Budgeted cost: £49,936

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)	1,4,5
Embed and refine the use of quality intervention materials: 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>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>	3,4,5

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

Budgeted cost: £67,949

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 residential visits, clubs/fixtures etc.	Physical activity has important benefits in terms of health, wellbeing and physical development. Residential experiences do support vulnerable learners enabling them to achieve their expected results in SATs assessments. 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	4,5
Improve attendance and so access to learning – sharing the cost of a School Attendance Officer 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)	1,2,3,4,5
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: £ 211,138

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 2022 to 2023 academic year.

Intended outcome	Success criteria
To achieve improved progress in Reading	Achieve above national average progress scores in KS2 Reading or better (0+) 2024
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+) 2024
To improve attainment in the MTTC	Children to achieve 80% getting a score of 20 or over correct in 2024
To improve access to quality reading texts for children in receipt of Pupil Premium	Children in receipt of Pupil Premium to have had access to quality texts both via the classroom and personally for use at home 2024

Aim: To achieve improved progress in Reading, Writing and Maths

Target : Achieve above national average progress scores or better (0+) 2024

Review: As this was a three year plan for improved progress, there has been progress measure published in the intervening years – however this last academic year, due to covid, does not have any. The Progress measure in 2021-2022 were all in excess of +1 (above average) whereas for 2022-2023 they were just below 0. (Just below average). Analysis shows that influences of Covid and cohort, along with improved outcomes at KS1, had influenced this. Attainment results over the period have shown a steady increase from 2022 – 2024 – especially in Maths and writing which have caught up and are in line with reading and all three have been consistently above national.

Outcome: Partially met (21-24) 1 out of 2 years successful with 1 further year n/a. We will continue to monitor and strive for improving attainment results and progress when the new measures become available.

Aim: To improve attainment in the MTTC

Target: Children to achieve 70% getting a score of 20 or over correct 2024

Over the time period we saw an initial increase in attainment from 2022 to 2023 in line with national attainment. 2023 -2024 has seen a decline due to cohort needs. There is not yet national average data to see if this is a national cohort trend or more specific to the setting.

<p>Times tables has become a key part of the school development plan for the year ahead to raise the average attainment score.</p> <p>Outcome: Partially met. 2 out of 3 years show an improvement. Current cohort had a high SEND needs. Latest results, yet to be benchmarked against any national figures is a decline on previous year.</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 2024</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. The school has spent in excess of £10,000 over the planned period. Reading attainment remains above national and attainment at greater depth was significantly higher than Maths and Writing.</p> <p>Outcome: Met. Reading is a positive picture across the school – Pupil engagement is high and attainment is above national.</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. 96% of PP children attended an afterschool club and 100% represented the school in a fixture. Attendance for children in receipt of Pupil Premium was 91.98%. The school's average was 93.8%. All of these groups were above or just under the national attendance figures at the time was 92.8%.</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.