

Pupil Premium Strategy - Bushfield School

Summary information

School	Bushfield School				
Academic Year	2020-21	Total PP budget	£165,660	Date of most recent PP Review	Sept 20
Total number of pupils	442	Number of pupils eligible for PP	129	Date for next internal review of this strategy	Feb 21

Current attainment

Year 6 2019-20: Teacher Assessment (Covid-19 estimate)	Pupils eligible for PP at Bushfield	Pupils not eligible for PP national average (2019):
% achieving expected standard or above in reading, writing & maths	69% (Covid-19 estimate)	71%
% making expected progress in reading (as measured in the school)	N/A (82% - 2019)	Not available
% making expected progress in writing (as measured in the school)	N/A (100% - 2019)	Not available
% making expected progress in mathematics (as measured in the school)	N/A (81% - 2019)	Not available
Average progress measure in Reading	N/A (1.69 - 2019)	0.32
Average progress measure in Writing	N/A (2.09 - 2019)	0.26
Average progress measures in Maths	N/A (2.08 - 2019)	0.36

Barriers to future attainment (for pupils eligible for PP)

Academic barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Vulnerable families and pupils with emotional and social needs
B.	High numbers of pupils with EAL
C.	Low attaining at KS1

Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

D.	Tackling pupil premium absence
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Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	PP attainment remains above that of national non-pupil premium	Above 75% meeting expected standard
B.	Pupil premium children make better than national PP progress	Progress to be 2 in all subjects
C.	To support the health and welfare of PP children	Increased attendance to 96%
D.	To develop the social and emotional skills of PP children	100% attending clubs, 60% attending residential

Review of expenditure				
Previous Academic Year		2019-2020 - £155,301		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact:	Lessons learned	Cost
Additional Set Teachers 5 mornings a week in Year 4 and 5 and 6	Accelerated learning for targeted children throughout the year to narrow the gap between PP pupils and Non-Pupil Premium pupils boosting Reading, Writing and Maths.	<p>School assessment data (Spring) shows that Pupil premium children are making expected progress or better in Reading, Writing and Maths in almost all year groups up to the spring assessment point.</p> <p>Pupil premium children performing in line or better than their non-pupil premium peers. – See Spring 2020 Curriculum Governor minutes.</p>	<p>This was having a tremendous impact on Pupil Premium attainment and progress up to the school closure point.</p> <p>Children were more settled and more supported in reduced class sizes.</p> <p>In order to accelerate progress next year, we intend to set three ways in each year group, with a higher, lower and three/four mixed ability middle sets.</p>	£67,909
Attendance support for pupils & families – led by, DHT, Inclusion Manager, Learning	Improved levels of attendance, punctuality, and a decrease in Persistent Absentees – aimed at supporting all families, and targeted	PP attendance is 95% up to 20 th March (school closure). 8% of persistent absence are pupil premium children out of a school average of 10% up to 20 th March (school closure).	Positive engagement of key families has worked – good and regular communication and instigation of home visits has	£12,637

Mentors and School Office.	support for approx. 15 vulnerable families across the year.		seen an improvement in attendance while admittedly having an impact on management's time.	
Breakfast club serving approx. 60 children with provision for vulnerable children - led by Breakfast Club Manager and 5 staff.	Improved attendance, punctuality wellbeing and readiness to learn (approx. 60 children).	Approximately 88% of these are PP and the school provides free breakfast club to a small number of students. Pupil Premium Attendance last year was in line with Non-Pupil Premium attendance at 95% up to 20 th March (school closure).	Letters and correspondence was not effective without the procedure to fining and formal PACE interview which has been implemented but paused during the closure period.	£14,665

ii. Targeted support

Action	Intended outcome	Estimated impact:	Lessons learned	Cost
Learning Mentors and TA support for children and families.	Targeted focus work with pupils to enable them to access learning in and out of class.	The Learning Mentor regularly met with approximately 15 students a week in targeted 1:1 or small group sessions. There is a flexibility to her time as she will often support children during difficult situations. See impact on PP attendance and commitment to afterschool provision.	This was a good provision that was very active in engaging PP children. We are looking to strengthen this with the introduction of a nurture group and the associated training of staff.	£9,472
Additional support staff.	To increase the amount of physical activity for children to promote the link between health and fitness and concentration. Also, to promote wider club and fixture opportunities. To run interventions and additional academic support for PP children.	79% of PP children attended an afterschool club up to March 2020 90% of PP children represented the school in a fixture (with 40% representing the school more than once) up to 20 th March 2020.	The afterschool provision remains a strong provision with TA's being offered overtime to run clubs at lunch time and afterschool. Additional training for MDS to lead break time play was successful in motivating the MDS team. Observed lunchtimes show increased	£31,838

			levels of structured activities during lunch times.	
Lunchtime inclusion club.	To support vulnerable children during lunchtime through a nurturing and supporting atmosphere.	This provision is accessed by students who may struggle with the social demands of lunch time. Attendance varies but, at times, it is used by around 50 students.	Staffing re organised with daily hours given to a member of staff to run this provision for the coming year.	£1,648
Play Therapy.	To support children with emotional/social needs to improve their engagement in class.	3 PP children have received specific play therapy intervention – providing vital emotional support to help children feel safe and therefore ready to learn.	This is a valuable resource that could easily be applied to more children than we budget for. Following a governor meeting, it was agreed we would double the resource for this.	£3,582

iii. Other approaches

Action	Intended outcome	Estimated impact:	Lessons learned	Cost
Residential Visits subsidy.	To help ensure equal opportunities are available to children despite their financial standpoint. To increase participation in events outside of normal routines.	As part of the schools aim to provide curriculum enriched activities, 54 PP students were due to be subsidised with their attendance on residential visits across the year groups. Because of the school closure, no residential took place in this academic year.	A proportion of funding should be set aside to help these children have the right equipment and clothes to attend a residential as often a small proportion require additional clothes and toiletries.	£N/A
A range of non-academic interventions.	Forest School – Increase confidence and social skills. Graffiti club – Builds sense of achievement and social skills. PAT dog – Increase confidence, communication and reduces reading anxiety.	Over 101 students have benefited from at least one non-academic intervention up to 20 th March, including approximately 35 PP children.	These are really effective for building self-esteem, providing avenues for support and helping engage children in learning. If any particular intervention receives poor feedback or poor value for money it is stopped, this was the case with one of the	£4264

(1x additional academic intervention)	3 rd space learning – online maths to help engage children and close gaps in understanding	To help engage children in the subject through being online – 1:1 maths coaching for a small group of children to help close gaps in understanding – this resource was primarily aimed at Year 6 but some children from the key worker groups still attending school throughout the period of closure accessed this.	interventions which won't be run next year.	
Personal skills development curriculum	Look at programs of study that focus on developing children's confidence, resilience and team building skills	This scheme was closed during the year which meant that it is no longer running.	We are going to build on the skills listed in the intended outcomes through a focus on 'Growth Mindsets' across the school next year.	£N/A
1:1 Tuition	To work across upper school and with class teacher to support children with specific gaps in their learning.	Teachers and HLTAs have provided extra tuition to small groups of students outside of the normal teaching timetable supporting 10 PP students. This started from February and so was short lived before the school closed.	The uptake is dependent on Teachers having the spare time to take on 1:1 tuition – it may be advisable to give much earlier notice to ensure Teacher have time to sign up/ arrange their schedule etc. in order to get the largest provision possible.	£6,886
Education Psychologist	Specialist knowledge for children needing support to access education.	3 PP children has had EP assessments to help teacher's access barriers to learning and provide evidence for EHCP applications. Using a private EP means a much faster and in depth report into the needs of the child.	It is an expensive provision – budget set to provide for a couple of children – with budget considerations should more present as needing it.	£2400

Planned expenditure

Academic year

2020-2021 - £164,045

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
Additional Set Teachers 5 mornings a week in Year 4 and 5 and 6	Accelerated learning for targeted children throughout the year to narrow the gap between PP pupils and Non-Pupil Premium, boosting Reading, Writing and Maths.	To raise attainment and progress in line with objectives above. The mixed middle ability sets will hopefully enable children to be exposed to a higher range of technical ideas and vocabulary to raise their attainment further.	HOY and DH to monitor the progress of PP children. Inclusion Manager to monitor the effectiveness of interventions for PP children.	EHT, HTA, AHT, HOY4 and HOY5, Governors	Feb 21
					Indicative cost
					£63,000
Attendance support for pupils & families – led by, DHT, Inclusion Manager, Learning Mentors and School Office.	Improved levels of attendance, punctuality, and a decrease in Persistent Absentees – aimed at supporting all families, and targeted support for approx. 15 vulnerable families across the year.	Whole school- targeted vulnerable children with poor attendance, poor punctuality, and a particular focus on Persistent Absentees.	Review PP attendance in Feb Half Term. Use Learning Mentor to engage with targeted families. Purchase attendance support from the Local Authority to support PACE interviews and fining.	EHT, HTA, AHT, DHT, IM, SLT Governors	£7,000
Breakfast club serving approx. 60 children with provision for vulnerable children - led by Breakfast Club Manager and 4 staff.	Improved attendance, punctuality wellbeing and readiness to learn (approx. 60 children)	Whole school- targeted at PP children, other vulnerable children and children with poor attendance to ensure they are in and ready to learn.	Monitor the % uptake of PP children and their attendance to school	EHT, HTA Governors	£15,000
Total budgeted cost					£85,000

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
Learning Mentor and TA support for children and families.	Targeted focus work with pupils to enable them to access learning in and out of class.	To offer additional support for children who require SEMH support during school – especially through the nurture group provision being implemented.	SENCO and DH to monitor PP progress and liaise with HOY and LM to ensure children are settled and ready to learn. Monitor the effectiveness of Non-Academic interventions. Monitor the effectiveness of the nurture group on the children attending.	IM, LM, Governors	Feb 21
					Indicative cost
					£14,000
Additional support staff	To increase the amount of physical activity for children to promote the link between health and fitness and concentration. Also, to promote wider club and fixture opportunities.	To allow all the children to engage in clubs that promote their personal interests and develop social circles outside of the classroom.	PE department to include PP figures on club / fixture attendance data.	IM, SLT	£30,000
Lunchtime inclusion club	To support vulnerable children during lunchtime through a nurturing and supporting atmosphere.	Targeted at PP children and other vulnerable children to build confidence and self-esteem during more unstructured times.	SLT / LM to monitor the uptake of PP children for this provision. To monitor the impact of this provision and children ready to learn / % attendance.	IM	£2,000
Play Therapy	To support children with emotional/social needs to improve their engagement in class.	Children with SEMH vulnerability across year groups to have professional support.	Work with Play Therapist to ensure children and families are engaged in the process.	EHT, AHT, DHT, IM	£4,900

			To monitor the behaviour for learning in class of children working with the play therapist. Look for links with academic progress		
Total budgeted cost					£50,900
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
Residential Visits subsidy	To help ensure equal opportunities are available to children despite their financial standpoint. To increase participation in events outside of normal routines.	All PP eligible children across the school to be able to attend residentials to build life experience and independence/ social skills.	Engage with PP parents to make sure they are aware of subsidy. Monitor PP uptake of provision.	EHT Governors	Feb 21
					Indicative cost
					£11,000
A range of Non-Academic Interventions	Forest School – Increase confidence and social skills. PAT dog – Increase confidence, communication and reduces reading anxiety. Nurture group – to target specific needs that are stopping children from accessing education to their full potential.	To raise self-esteem and self-worth in children by extending their engagement in activities outside of the curriculum.	Monitor the range of children able to participate in Non-Academic Interventions. Look for correlations with attendance and attainment data with PP children attending an intervention. Monitor for improved behaviour for learning in class.	IM, EHT, AHT, DHT, SLT	£12,000
To introduce Growth Mindset as an	To focus on developing children’s personal development including: confidence,	To raise self-esteem and self-worth in children by their engagement in	Children taught specific skills to ensure they	PE / SENCO	£1,500

approach to learning across the school	resilience and team building skills while reflecting on their own views of themselves as learners.	activities to develop character within the delivered curriculum.	develop a Growth Mindset. Staff meetings to ensure that staff promote the Growth Mindset values with the pupils. Monitor for improved behaviours for learning in class.		
1:1 Tuition	To work across upper school and with class teacher to support children with specific gaps in their learning.	To raise attainment and progress in line with objectives above.	Use internal data from previous years and Autumn term to target children for 1:1 support. Look for improved progress in Spring.	DHT, SLT	£5,000
Education Psychologist	Specialist knowledge for children needing support to access education.	Used to support children with needs that are unidentified.	Senco to monitor provision and need and make recommendations for assessment. Any feedback and guidance from EP is implemented to improve pupil outcomes / readiness to learn.	SLT, IM	£3,200
Total budgeted cost					£32,700

Additional detail

Bushfield School actively promotes equality of opportunity for all pupils, parents, staff and, governors, creating a learning community where everyone is 'Proud of who they are', 'Skilful Learners' and 'a Team Player' allowing us all to 'Be the Best You Can Be'!

What is the Pupil Premium?

The Pupil Premium is additional funding to help schools close the attainment gap between pupils from low-income and other disadvantaged families, and their peers. If a pupil has been eligible for Free School Meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After), the school receives an amount per head within their budget. A provision is also made for pupils who have a parent in the armed services.

Context

Bushfield School is a large 4-form entry school with 440 pupils. Almost two thirds of pupils at the school are from White British backgrounds. Approximately one fifth of pupils are of Pakistani heritage. The proportion of students who speak English as an additional language is well above that found nationally. Currently, the percentage of pupils eligible for Pupil Premium funding is 29%

Rationale

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.