

## Pupil Premium Strategy - Bushfield School

### Summary information

<b>School</b>	Bushfield School				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£165,660	<b>Date of most recent PP Review</b>	Feb 21
<b>Total number of pupils</b>	417	<b>Number of pupils eligible for PP</b>	129	<b>Date for next internal review of this strategy</b>	July 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):
<b>% achieving expected standard or above in reading, writing &amp; maths</b>	<b>69% (Covid-19 estimate)</b>	71%
<b>% making expected progress in reading (as measured in the school)</b>	<b>N/A (82% - 2019)</b>	Not available
<b>% making expected progress in writing (as measured in the school)</b>	<b>N/A (100% - 2019)</b>	Not available
<b>% making expected progress in mathematics (as measured in the school)</b>	<b>N/A (81% - 2019)</b>	Not available
<b>Average progress measure in Reading</b>	<b>N/A (1.69 - 2019)</b>	0.32
<b>Average progress measure in Writing</b>	<b>N/A (2.09 - 2019)</b>	0.26
<b>Average progress measures in Maths</b>	<b>N/A (2.08 - 2019)</b>	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)*

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

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

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

<b>Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2019-2020 - £155,301</b>		
<b>i. Quality of teaching for all</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
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. 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 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.	PP attendance is 95% up to 20 <sup>th</sup> March (school closure). 8% of persistent absence are pupil premium children out of a school average of 10% up to 20 <sup>th</sup> March (school closure).	Positive engagement of key families has worked – good and regular communication and instigation of home visits has seen an improvement in attendance while admittedly having an impact on management’s time. 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.	£12,637
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).	<b>Approximately 88% of these are PP and the school provides free breakfast club to a small number of students.</b> Pupil Premium Attendance last year was in line with Non-Pupil Premium attendance at 95% up to 20 <sup>th</sup> March (school closure).		£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.	<b>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.</b>	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.	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 <sup>th</sup> March 2020.	The afterschool provision remains a strong provision with TA’s being offered overtime to run clubs at lunch time and afterschool.	£31,838

	To run interventions and additional academic support for PP children.		Additional training for MDS to lead break time play was successful in motivating the MDS team. Observed lunchtimes show increased levels of structured activities during lunch times.	
Lunchtime inclusion club.	To support vulnerable children during lunchtime through a nurturing and supporting atmosphere.	<b>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.</b>	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.	<b>3 PP children have received specific play therapy intervention – providing vital emotional support to help children feel safe and therefore ready to learn.</b>	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
<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
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, <b>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.</b>	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

<p>A range of non-academic interventions.</p> <p>(1x additional academic intervention)</p>	<p>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.</p> <p>3<sup>rd</sup> space learning – online maths to help engage children and close gaps in understanding</p>	<p><b>Over 101 students have benefited from at least one non-academic intervention up to 20<sup>th</sup> March, including approximately 35 PP children.</b></p> <p>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.</p>	<p>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 interventions which won't be run next year.</p>	<p>£4264</p>
<p>Personal skills development curriculum</p>	<p>Look at programs of study that focus on developing children's confidence, resilience and team building skills</p>	<p>This scheme was closed during the year which meant that it is no longer running.</p>	<p>We are going to build on the skills listed in the intended outcomes through a focus on 'Growth Mindsets' across the school next year.</p>	<p>£N/A</p>
<p>1:1 Tuition</p>	<p>To work across upper school and with class teacher to support children with specific gaps in their learning.</p>	<p><b>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.</b></p>	<p>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.</p>	<p>£6,886</p>
<p>Education Psychologist</p>	<p>Specialist knowledge for children needing support to access education.</p>	<p>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.</p>	<p>It is an expensive provision – budget set to provide for a couple of children – with budget</p>	<p>£2400</p>

			considerations should more present as needing it.	
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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?	Interim review (Feb21)	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.	Set teachers moved to Year 6 to focus on catching up children in readiness for their secondary education.	EHT, HTA, AHT, HOY4 and HOY5, Governors	July 21
					<b>Indicative cost</b>  £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. PP Attendance 93.5% Using Learning Mentor to engage with targeted families. Purchased attendance support from the Local	EHT, HTA, AHT, DHT, IM, SLT Governors	£7,000

			Authority to support PACE interviews and fining.		
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.	Breakfast Club unavailable due to Bubble restrictions. Worked in Partnership with St Marks to provide meals to families in need. Staff hours rearranged to provide additional support at lunchtimes.	EHT, HTA Governors	£15,000
<b>Total budgeted cost</b>					<b>£85,000</b>
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Interim review (Feb21)</b>	<b>Staff lead</b>	<b>When will you review</b>
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. Autumn Data shows PP progress broadly in line with whole cohort – Curriculum Gov Dec 20 Monitor the effectiveness of Non-Academic interventions – most not taking place due to lockdown.	IM, LM, Governors	July 21
					<b>Indicative cost</b>
					£14,000

			Monitor the effectiveness of the nurture group on the children attending.		
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.	Extra PE still provided to children in school Club attendance has been limited due to Covid Fixtures not taking place due to Covid	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. This has been scaled back to a more individualised approach. Extra learning sessions have been taking place remotely with our TA's during school closure.	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.	<b>Work with Play Therapist to ensure children and families are engaged in the process.</b> <b>To monitor the behaviour for learning in class of</b>	EHT, AHT, DHT, IM	£2,000

			children working with the play therapist. Look for links with academic progress This has continued remotely during school closure.		
<b>Total budgeted cost</b>					<b>£48,000</b>
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Interim review (Feb21)</b>	<b>Staff lead</b>	<b>When will you review</b>
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.	Residential visits were cancelled for the academic year 20 – 21. The money has been invested in technology to enable disadvantaged children to access learning from home.	EHT Governors	July 21
					<b>Indicative cost</b>
					£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.	Where possible these approached have been adapted and continued throughout the bubble system and school closure. This has meant additional overtime for staff to meet children in their individual class groups rather than	IM, EHT, AHT, DHT, SLT	£12,000

			drawing together as one big group.		
To introduce Growth Mindset as an approach to learning across the school	To focus on developing children's personal development including: confidence, resilience and team building skills while reflecting on their own views of themselves as learners.	To raise self-esteem and self-worth in children by their engagement in activities to develop character within the delivered curriculum.	Children are being taught this approach through a series of sequenced lessons. Additional resources have been purchased Online materials made for parents via website	PE / SENCO	£1,500
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.	<b>1:1 and small group tuition started in Aut 2 – stopped due to national lockdown.</b>	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.