

Bush Hill Park Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Bush Hill Park Primary School	
Detail	Data
Number of pupils in school	446
Proportion (%) of pupil premium eligible pupils	154 (45%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/25-2027/28
Date this statement was published	11.12.24
Date on which it will be reviewed	11.12.25
Statement authorised by	Anna Theodosiou (Headteacher)
Pupil premium lead	Kirsty Munns (Deputy Headteacher)
Governor lead	Rikin Tailor (lead for disadvantaged pupils)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£224,070
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	£224,070

Part A: Pupil premium strategy plan

Statement of intent

Our philosophy At Bush Hill Park Primary School

We value the abilities and achievements of all our pupils and are committed to providing each pupil with the best possible environment for learning. We recognise that each child is unique and will have different needs, which may well vary throughout their time in the school. We have planned to spend our Pupil Premium funding to try to give all children the support that they need to “Be the Best they can Be”. We believe in maximising the use of the Pupil Premium Grant (PPG) by utilising a long-term strategy aligned to our school SIP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed, and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. We allocate the largest proportion of our budget to our commitment to high-quality teaching and learning. This is proven to have the greatest impact on closing the disadvantage gap and at the same time will benefit every individual in school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to our wider plans to create a culture of a love for reading for every child. Improving outcomes in reading and fostering a love for reading for pleasure is a proven strategy in raising attainment and outcomes for disadvantaged pupils.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring that a ‘good or better’ teacher is delivering every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as behaviour and attendance
- Ensuring that the PPG reaches the pupils who need it most

Our tiered approach to prioritise spending

As outlined by the Education and Endowment Foundation (EEF), best practice is for schools to use PP funding in three ways:

- 1. Teaching-** Spending on improving teaching at Bush Hill Park Primary School will include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is a priority for our school in our aim to Improve the quality of teaching across school by focusing on a clear pedagogy (teach simply, practice thoroughly, feedback constructively).
- 2. Targeted support-** Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. We have introduced numerous intervention and booster groups across the school facilitated by Senior Leaders, Class Teachers and HLTAs to provide targeted academic support.
- 3. Wider support strategies-** Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While these barriers have always been prominent across cohorts at Bush Hill Park Primary School, we also have the added barriers of being located between two busy council estates that provide many places of temporary accommodation. In which the adults within the community have high levels of mental and physical needs themselves.

Within each category, we have chosen two or three interventions. This focused approach ensures the best chance of success for each intervention. This ties in closely with our School Improvement Plan and directly reflects the strategies and steps laid out.

Challenges

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

Challenge number	Detail of challenge
1 Literacy and SLCN	<p>Low levels of literacy upon entry, including basic reading and writing skills compared to the national average (noted upon entry both mid-year and into EYFS). This is evident in initial assessments, observations and discussions and is particularly prevalent across disadvantaged groups. Literacy is noted in the underdeveloped oracy and breadth and understanding of language and vocabulary skills. Speech, Language and Communication needs (SLCN) are prevalent in our school and research demonstrates the link with SLCN and disadvantage. Prevalence of SLCN is significantly higher in areas of social deprivation – around half of all children in these areas may have significant delays (<i>Law J., Mcbean, K. Rush, R. Communication skills in a population of primary school-aged children raised in an area of pronounced social disadvantage, 2011</i>)</p>
2 Literacy, Early Reading and SEND	<p>Low levels of literacy and oracy impacts the difficulties that disadvantaged children face with phonics progress and attainment. Hart and Risley's '30-million-word gap' studies consistently demonstrate the importance of the acquisition of early language. At the point of the phonics screening check last academic year, we saw an increase in PP children underperforming compared to their peers by around 13%. This correlates with the significant rise in SEND that we have seen across the school and again the links between SEND and deprivation. Children from low-income families are more likely than their peers to be born with inherited SEND, are more likely to develop forms of SEND in childhood, are more likely to be born into poverty and are more likely to grow up into poverty. (<i>Shaw, B., Bernardes, E., Trethewey, A. and Menzies, L. 2016 Special Educational needs and their links to Poverty</i>).</p>
3 Literacy and Writing	<p>Low levels of literacy greatly impact writing across the school. This is across all cohorts of children but on average PP children are underperforming in writing compared to their peers by an average of 9%. Nationally, writing is the subject with the worst performance across all key stages compared to Reading and Maths (<i>DfE Research Report DFE-RR238</i>), this is a trend we observe in school. Girls continue to outperform boys. The writing gap begins pre-writing with significant differences in fine motor and cognitive abilities and widens throughout a child's time at school more than other areas due to the lack of language rich opportunities and lived experiences that children rely on to inform writing. (<i>International Journal of progressive Education, Comparison of Writing Skills of Students of Different Socio-economic Status, Dolek., B</i>).</p>

4 Maths	Low maths skills on entry – basic number and calculation knowledge – compared to the National Average. Children enter our school either in Early Years or mid-year with less developed foundational skills in maths. Children from deprived backgrounds are less likely to take part in counting games and activities that support the foundations of early maths (<i>Berkman, Sheridan, Donahue, Halpern, & Crotty, 2011</i>). On average, PP children were outperformed by their peers by around 8%.
5 Pastoral	Unmet social, emotional and developmental needs upon entry and emotional and social needs that impact on learning, including mental health and well-being. Rising SEMH needs. Low level of resilience and stamina in learning tasks. We know that disadvantage and exposure to ACEs are intrinsically linked. (<i>Stratmann, V., Lai, E., Law, C., Whitehead, M., Strandberg-Larsen, K., Taylor-Robinson, D. – Children living with deprivation are more likely to present with SEMH, cognitive disability and obesity.</i>) Research demonstrates that ACEs impact child and adolescent mental health, often resulting in higher rates of behavioural and emotional issues among children from lower socioeconomic background. Children from deprived backgrounds are more likely to experience 4 or more ACEs and the chronic stress of these factors and living with food insecurity impacts working memory and cognitive function (<i>Hines, C., Markowitz, A., Johnson, A., Food Insecurity: What are its effects, why and what can policy do about it?</i>)

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
Improved oral language skills and vocabulary across the school and particularly among disadvantaged pupils including those with SLCN.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Progress tracked for specific students receiving SLCN interventions.
Reduce the gap between non-PP and PP children achieving ARE and WAGD in Reading, Writing and Maths across all key stages.	Pupil data tracked across the academic year for all year groups, demonstrates accelerated progress for PP children. Gap reduced across individual year groups and individual subjects KS2 outcomes between now and academic year 2027/28 will demonstrate an upward trend

<p>To improve the reading and writing attainment among disadvantaged pupils</p>	<p>All children increase in fluency and comprehension across all year groups. Love for and interest in reading and writing is increased.</p> <p>Embedded new writing curriculum is in place</p> <p>KS2 outcomes between now 2027 will demonstrate an upward trend</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths outcomes in 2027/28 show that the gap between PP and Non-PP in maths is reduced no less than 4%. New maths lead is fully embedded in the role and monitoring for the delivery of maths is robust.</p>
<p>Support the emotional and mental health of all children to ensure that academic progress can be made. Continue to develop a consistent approach to behaviour that is rooted in the Mental Health and Wellbeing needs of all pupils.</p>	<p>Whole school Trauma Informed training ensures that all adults interact with children in a meaningful way that addresses wellbeing needs.</p> <p>All those identified as needing additional support have access to learning mentor support and where identified further external support as required.</p> <p>In school counselling for those children identified as in need of services.</p> <p>Sustained high levels of wellbeing by 2027/28 will be evident through qualitative data from student voice, student and parent surveys and teacher observations. But as noted in the challenge – impact will also be notable in academic outcomes due to improved cognitive ability and reduced stressors.</p>

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: £ 112,035

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>New whole school sentence curriculum to be introduced and embedded across the 3-year plan for writing. EYFS-Year 6.</p>	<p>Increasing research on the impact of a sentence knowledge curriculum approach in writing and how these benefit disadvantaged pupils. Explicit practice for children to become secure with sentence construction and grammar and oral composition must be used for effective practice.</p> <p>https://assets.publishing.service.gov.uk/media/5a7b1474ed915d429748cadf/DFE-RR238.pdf</p> <p>https://www.gov.uk/government/publications/subject-report-series-english</p>	<p>1 2 3</p>
<p>Purchase of handwriting and spelling schemes that will be integrated as part of the writing curriculum.</p>	<p>Research demonstrates impact of renewed focus and curriculum time to structured handwriting and spelling as part of writing curriculum as an alternative to discrete lessons.</p> <p>https://www.gov.uk/government/publications/subject-report-series-english</p> <p>https://educationendowmentfoundation.org.uk/news/speed-and-fluency-as-important-as-accuracy-for-good-writing</p>	<p>3</p>
<p>Oracy CPD and increased curriculum opportunities to ensure that oracy development is a prominent feature of the new writing curriculum.</p>	<p>Focus on acquisition of oracy has significant impact on overall outcomes for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</p>	<p>1 2</p>

<p>New systems of assessment to be in place for Writing.</p>	<p>To ensure ongoing monitoring of the effectiveness of curriculum changes and impact this has directly on the whole school as well as disadvantaged pupils specifically.</p> <p>https://www.researchgate.net/publication/251276931 <u>The impact of summative assessment on children teaching and the curriculum</u></p>	<p>3</p>
<p>Adaptations to the existing maths curriculum and planning in line with DfE and EEF guidance. Including CPD for new to post Maths lead.</p>	<p>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:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	<p>4</p>
<p>Social and Emotional learning focus to include weekly PSHE and Circle Time sessions</p>	<p>In addition to the KAPOW PSHE curriculum social and emotional learning focus sessions to support strategies for mental health support for all children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>5</p>
<p>High quality teaching and learning CPD. Ensuring weekly CPD is in place to meet the needs of all teachers. Including peer observations across the school ('Trios'). Including whole school and leadership ELKLAN training to support increase in SLCN.</p>	<p>Continuation of investment in high quality teaching and learning. This has been a growing strength and impact is noted in the quality of teaching and learning across the school. Whole school approaches to speech and language needs to benefit all children.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	<p>1 2 3 4 5</p>

	https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 56,018

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 daily reading for lowest 20% readers (prioritising PP) Weekly pre-reading for every year group	The impact of this has been significant since its introduction as part of our reading curriculum and requires continued investment in staff resourcing. https://readingagency.org.uk/about/impact/002-reading-facts-1/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2
Continued investment in the ELSA programme and training for staff members	Emotional Literacy Support Assistants (ELSAs) are proven in supporting children's emotional development and help them cope with life's challenges. The ELSA approach is used within the NHS and CAMHS. https://www.camhsnorthderbyshire.nhs.uk/emotional-literacy	5
Mixed ability additional booster in core subjects for year 6	The smaller class size in year 6 supports children with SEND, many of whom need smaller quiet, spaces to manage their learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	2 5
RWI and NELI interventions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1 2
Core subject interventions across all year groups including phonics catch up in KS2	High quality small group and one to one intervention are effectively proven strategies. Investment in CPD for support staff who deliver the training and robust monitoring by phase leaders will ensure interventions are high quality.	1 2 3 4

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 56, 017

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in resources to secure 'playful playtimes'	<p>Children having the opportunity to be creative and play with constructive, creative toys in addition to sporting opportunities at playtime and lunch times.</p> <p>https://outdoorplayandlearning.org.uk/wp-content/uploads/2021/10/The-Case-For-Play-In-Schools-web-1-1.pdf</p> <p>https://educationendowmentfoundation.org.uk/early-years/toolkit/play-based-learning</p>	5
Counsellor and Learning Mentor support for individual groups and 1:1	<p>Mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations. Counselling and mentoring support children with a range of SEMH and those experiencing non-academic difficulties.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>https://www.place2be.org.uk/about-us/impact-and-evidence/our-research-projects/longer-term-effects-of-school-based-counselling-in-uk-primary-schools/#:~:text=We%20found%20that%20following%20one,were%20maintained%20one%20year%20later.</p>	5
Trauma Informed	<p>We provide a safe, supportive environment that promotes emotional regulation and resilience. We prioritise trusting relationships which improves academic outcomes, and reduce the impact of trauma, helping children develop healthier coping strategies and better mental well-being.</p>	4

Practi ce whole school appro ach	Dr Bruce Perry highlights the importance of trauma-sensitive approaches for children facing socio-economic challenges. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://newprairiepress.org/cgi/viewcontent.cgi?article=1079&context=ijssw	
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Total budgeted cost: £224,070

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 academic year 2022 to 2023.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and key stage 2 performance data, phonics check results, GLD and our own internal assessments.

Despite the gaps in attainment between PP and non-PP children. Overall performance for PP children at Bush Hill Park Primary School is greater than national averages where core assessed areas experience an average of 20% difference.

<https://ffteducationdatalab.org.uk/2024/09/the-disadvantage-gap-at-key-stage-2-in-2024/4>

2024 outcomes at KS2 demonstrate a difference in combined nationally of 21%. Given the large proportion of children in receipt of the pupil premium at Bush Hill Park Primary school we continue to develop and undertake strategies that improve the quality of teaching and learning for all learners. The current quality of teaching and learning is an area that has seen significant growth. For our learners this gap was reduced to 12%.

We continued with an upward trend in reading results across most year groups and notably for the KS2 national outcomes. This was in line with many of our strategies and demonstrated the impact of our targeted focus on high-quality teaching and learning, embedding our reading curriculum after its introduction at the start of our 3-year strategy and our investment in CPD for all staff to improve the quality of interventions.

Reception	ELG
Non-PP (55)	56%
PP (24)	58%
Difference	+2%

Year 1	Phonics Screen	Reading	Writing	Maths	Combined
Non-PP (59)	71%	66%	49%	61%	49%
PP (31)	63%	53%	40%	50%	40%
Difference	-8%	-13%	-9%	-11%	-9%

Year 2	Reading	Writing	Maths	Combined
Non-PP (53)	59%	45%	60%	45%
PP (28)	53%	36%	43%	36%
Difference	-6%	-9%	-17%	-9%

Year 3	Reading	Writing	Maths	Combined
Non-PP (51)	35%	18%	35%	12%
PP (34)	32%	12%	26%	6%
Difference	-3%	-6%	-9%	-6%

Year 4	Reading	Writing	Maths	Combined
Non-PP (59)	59%	51%	71%	49%
PP	60%	48%	63%	44%
Difference	+1%	-3%	-8%	-5%

Year 5	Reading	Writing	Maths	Combined
Non-PP (56)	49%	34%	52%	29%
PP (27)	37%	29%	56%	22%
Difference	-12%	-5%	+4%	-7%

Year 6 (stat)	Reading	Writing	Maths	Combined
Non-PP (52)	71%	62%	65%	62%
PP	64%	50%	55%	50%
Difference	-7%	-12%	-10%	-12%

Attendance Academic Year 2023-24

Non-PP (332)	94.7%
PP (170)	93.8%

Pupil premium recipients at Bush Hill Park continue to outperform their peers nationally. Outcomes in the phonics screening results for year 1 demonstrate the impact of our early reading curriculum, investment in CPD and RWI programmes for all children. Nationally the gap in attainment between PP and non-PP for the 2024 phonics screening results was 16%. For our children this was a gap of 8%. By the end of year 2 this will be further reduced during the retakes and those who did not pass have been allocated booster groups and 1:1 reading.

Whole school CPD initiatives and a whole school approach using Tom Sherrington's Walkthrus have demonstrated improvements in the quality of teaching and learning. Walkthrus approaches have brought consistency and provided opportunities to focus monitoring on key areas to develop. Consistent focus on questioning strategies have demonstrated positive outcomes that have been noted during learning walks.

Our Trauma Informed approach continues to be successful and children across the school continue to demonstrate consistently positive attitudes to learning. Relationships rooted in trust have ensured key support for those children who need it the most. Children thrive in our inclusive setting and benefit from the supportive culture of the school. This supports behaviour and is evident in higher levels of engagement. Recent audits and learning walks from various external representatives have all commented on the excellent routines for behaviour for learning across the school.

There has been an uptake in demand for our Food Bank and our Welfare Manager, School Counsellor and Office Team in addition to the rest of school staff, continue to go above and beyond to support our families. They connect families to required support and in addition to supporting families with personal needs, ensure that children in receipt of PP support can build the same cultural capital as their peers through

participation in all trips and events e.g., Christmas Jumper Day and paid places on trips and events.

Despite our continued growth and successes in key areas. We continue to strive for the best outcomes for our children and the new strategy set out above aims to further reduce the gap and secure outcomes for disadvantaged pupils at Bush Hill Park Primary School.