

# Pupil premium strategy statement 2021/22 – 2024/25

## Bush Hill Park Primary School

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	457
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2021/22-2024/25
Date this statement was published	16.12.2022
Date on which it will be reviewed	4.7.2023
Statement authorised by	Anna Theodosiou (Headteacher)
Pupil premium lead	Kirsty Munns
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£216,060
Recovery premium funding allocation this academic year	/
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£216,060

# 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 each and every individual in school. Our strategy is also integral to our wider plans to create a culture of a love for reading for each and 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 implementation process**

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

- Identify a key priority that we can address
- Systematically explore appropriate programmes and practices
- Examine the fit and feasibility with the school
- Develop a clear, logical and well-specified plan
- Assess the readiness of the school to deliver the plan
- Make practical preparations
- Support staff and solve any problems using a flexible leadership approach
- Reinforce initial training with follow-on support
- Plan for sustaining and scaling the intervention from the outset
- Continually acknowledge, support and reward good implementation practices

## **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 Reading	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 in particular is noted in the under developed oracy and breadth and understanding of language and vocabulary skills.
2 Literacy and Reading	Low levels of literacy and oracy impacts the difficulties that disadvantaged children face with phonics progress and attainment.
3 Maths	Low maths skills on entry – basic number and calculation knowledge – compared to the National Average
4 Pastoral	Unmet social, emotional and developmental needs upon entry and emotional and social needs that impact on learning, including mental health and wellbeing. Low level of resilience and stamina in learning tasks.
5 Teaching and Learning	‘Outstanding’ teaching not present in every classroom.
6 Parental Engagement	Ensure the school works to further community links and to further promote partnerships between the school and families

## 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
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
To improve reading ability of PP children across the school	All children increase in fluency and comprehension across all year groups. Love for and interest in reading is increased. Maximised opportunities for reading throughout every school day.
Read Write Inc. progress for all pupils demonstrates accelerated progress and attainment.	Increased rate of pass for Y1 and Y2 pupils for the phonics screening check.
Improved oral language skills and vocabulary amongst disadvantaged pupils. Including developing more fluent readers across KS2.	Assessments and observations indicated improved oral language among all pupils but in particular disadvantaged progress in this area. Evident when triangulated with other sources of evidence and through reading observations of fluency and teacher feedback on progress.
Ensure Teaching and learning is high quality across the school, ensuring all pupils make accelerated progress and attainment.	Good or better teaching will be consistent across the school
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.	Whole school Trauma Informed training ensures that all adults interact with children in a meaningful way that addresses wellbeing needs. All those identified as needing additional support have access to learning mentor support and where identified further external support as required. In school counselling for those children identified as in need of services.
To ensure family support for all so that the most disadvantaged children build the same cultural capital over time as their non-disadvantaged peers	Parent support advisor continues to offer 1:1 familial support. School Food Bank and referral to services for families. .
Engage all parents in the learning, aspirations and ambitions of children	High uptake of Family reading sessions. High uptake of parent workshops.

## 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: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school approach to Reading to be introduced. Including introduction of 'reading journey' for KS2 and whole school RWI training.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1 2
New systems of assessment to be in place from September 2022.	<a href="https://www.researchgate.net/publication/251276931_The_impact_of_summative_assessment_on_children_teaching_and_the_curriculum">https://www.researchgate.net/publication/251276931_The_impact_of_summative_assessment_on_children_teaching_and_the_curriculum</a>	1 2 3
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 ('Quads')	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a>	5
Leadership CPD including mentoring for new to role SLT members.	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a>	5

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

Budgeted cost: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 daily reading for lowest 20% readers (prioritising PP)	<a href="https://readingagency.org.uk/about/impact/002-reading-facts-1/">https://readingagency.org.uk/about/impact/002-reading-facts-1/</a>	1 2
Weekly pre-reading for every year group	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1 2
Mixed ability additional booster in core subjects for years 2, 5 and 6	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a>	1 2 3 5
RWI and NELI interventions	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1 2
Core subject interventions across all year groups including phonics catch up in KS2	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1 2 3 5
Fresh Start daily	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1 2

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

Budgeted cost: £ 56, 060

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor support for individual groups and 1:1	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	4
Trauma Informed Practice whole school approach	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	4
Social and Emotional learning focus to include weekly PSHE and Circle Time sessions	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	4
Family reading sessions  Parent workshops and involvement in 'special' days	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	6

**Total budgeted cost:** £216,060



## 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 2021 to 2022.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and key stage 2 performance data, phonics check results, GLD and our own internal assessments.

Despite our key stage 2 outcomes not being published for this academic year, we had an upward trend in reading results across the board and in particular for our children who suffer disadvantage, this was in line with many of our strategies and demonstrated the impact of our targeted focus of high-quality teaching and learning, a whole school focus on reading and interventions for disadvantage pupils, in particular the lowest 20% readers, that inspired confidence and developed fluency strategies to promote independent reading. Attainment across the board for PP children was mostly in line or above. With regards to the intended objective *Reduce the gap between non-PP and PP children achieving ARE and WAGD in Reading, Writing and Maths across all key stages* , significant work went into reading in particular and the progress across the school was positively impacted. Where there are areas to be addressed further, particular in writing and maths, these form a significant aspect of our school improvement plan and the successes noted in the CPD and monitoring of reading are to be replicated in these areas. See year group breakdown of trends below.

*EYFS:* PP children were in line with non-PP in writing. PP children were significantly above non-PP children in reading and only slightly below non-PP children in maths.

*Year 1:* PP children were above in all areas of the curriculum compared to non-PP.

*Year 2:* PP Children achieved in line or above in all areas of the curriculum compared to non-PP. PP outperformed by 8% in maths.

*Year 3:* PP children were slightly below in Reading and Writing and slightly above in maths compared to non-PP.

*Year 4:* PP children were below non-PP in Reading, Writing and Maths.

*Year 5:* PP children were above non-PP in Reading and maths and slightly below non-PP in writing.

Year 6: PP children were in line with non-PP in all areas of the curriculum compared to non-PP.

With regard to the intended outcome '*To improve the reading ability of PP children across the school*'. The introduction of the new reading curriculum and associated CPD for all staff was successful. There were significant steps of progress for PP children, and in the year groups where PP were outperformed by PP –years 3 and 4 – further analysis showed that many of the lowest 20% in these cohorts are PP, so whilst they may not have achieved ARE, their individual levels of progress indicated success with regards to the implemented curriculum and 1:1 schedule of reading that they received. Additionally, progress with Read Write Inc. was noted. By the end of Year 2, 83% of children had passes the phonics screening test (this had been moved due to covid implications the year prior). The children who did not pass have been allocated booster groups and 1:1 reading in year 3. They also receive a personalised Read Write Inc focussed reading curriculum.

The focus on teaching and learning across the school continues with our structured approach to CPD. Based on our school priorities, and pedagogical research we are now entering our introductory phase of Walkthrus, with an initial focus on Questioning. This aims to build on the work already implemented around improving oracy opportunities for all children. The work we carried out on our curriculum driver of vocabulary and enabling children to access an enriched and varied vocabulary was noted on a recent learning walk conducted by our school improvement partner. Given our approach to CPD and shared approaches to development, including peer observations via 'Quads', we are creating a culture of openness and experimentation in order that teachers feel able to take risks and push their capabilities further. This year we appointed 5 ECTs and ensured that they have received an induction CPD in order that they can teach and plan according to our curriculum requirements, they have all been allocated mentors who are currently on the Senior Leadership Team in order that their developmental needs can be carefully monitored.

Our Trauma Informed approach continues to be successful and children across the school continue to demonstrate consistently positive attitudes to learning. Recent learning walks from various external representatives have all commented on the excellent routines for behaviour for learning across the school. We continue to share this practice externally.

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 are able to build the same cultural capital as their peers through participation in all trips and events e.g., Christmas Jumper Day.

We continue to work closely with parents and this year have introduced a series of parent workshops to further involve them in all aspects of school life. Most recently this focussed on enabling parents to further understand our commitment to Trauma Informed Practice and what this looks like for their children.