



## **Primary School Pupil Premium Strategy 2020-2023**

### **Pupil Premium**

Pupil Premium is funding allocated to schools for the specific purpose of boosting the attainment of pupils from low-income families. Funding is based on children who have registered for a free school meal (FSM) at any point in the last 6 years, children who are in care or adopted, and children whose parents are currently serving in the armed forces.

The Early Years Pupil Premium (EYPP) is additional funding for early years settings to improve the education they provide for disadvantaged 3- and 4-year-olds.

### **3-year long-term pupil premium strategy template**

This template is based on the long-term approach to pupil premium planning recommended by the DfE and the Education Endowment Foundation (EEF). It will be reviewed and updated at least once per annum.

### **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 them all 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.

### **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.

## School Overview

Metric	Data
School	Bush Hill Park Primary School
No. of pupils in school	497
Proportion of disadvantaged pupils	40.45%
Pupil Premium allocation this academic year	£267, 655
Academic years covered by statement	2020-21
Statement authorised by	Lorraine Shaw
Pupil Premium Lead	Kirsty Munns
Governor Lead	Nichola Harrison

## Assessment data

Due to the COVID -19 (Coronavirus) outbreak, school was closed from 23rd March 2020 and began to re-open to Years 5 and 6 in June 2020. Due to these unprecedented circumstances, there was no data collection nationally, as all national curriculum tests/checks were cancelled.

EYFS						
	Pupils eligible for PP	All pupils	National average	Data from previous 3 years		
				2017-18	2018-19	2019-20
Good level of development (GLD)	Did not take place this academic year due to the Covid-19 Pandemic.			59%	58%	60%

YEAR 1 PHONICS SCREENING CHECK					
All pupils	Pupils eligible for PP	National average	Data from previous 3 years		
			2017-18	2018-19	2019-20
Did not take place this academic year due to the Covid-19 Pandemic.			52%	88%	-

END OF KS1						
	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 3 years		
		School average	National average	2017-18	2018-19	2019-20
% achieving expected standard or above in reading, writing and maths	/	/	No national averages this year due to the Covid-19 Pandemic – all school data is based on teacher assessments and the Spring Data collated before national lockdown on the 23 <sup>rd</sup> March 2020.	57%	48%	51%
% making expected progress in reading	57%	69%		73%	61%	69%
% making expected progress in writing	57%	56%		62%	52%	56%
% making expected progress in maths	43%	69%		75%	75%	69%

END OF KS2						
	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 3 years		
		School average	National average	2017-18	2018-19	2019-20
% achieving expected standard or above in reading, writing and maths	/	/	No national averages this year due to the Covid-19 Pandemic – all school data is based on teacher assessments and the Spring Data collated before national lockdown on the 23 <sup>rd</sup> March 2020.	45%	43%	51%
% making expected progress in reading	62%	72%		61%	56%	72%
% making expected progress in writing	43%	54%		68%	60%	54%
% making expected progress in maths	55%	66%		45%	43%	66%

## Barriers to future attainment

Academic barriers to attainment	Non-academic barriers to attainment
Low levels of literacy on entry, including basic reading and writing skills compared to the National Average	Attendance concerns
Low maths skills on entry – basic number and calculation knowledge – compared to the National Average	Lack of parental engagement in some hard to reach families
‘Outstanding’ teaching not present in every classroom and lack of targeted support and staff to provide this	Lack of focus and confidence due to poor mental health and wellbeing and poor behaviour of some children
Lack of school readiness	School is located in an area of high deprivation
English is often an Additional Language at home	Lack of wider experiences our children have access to
Poor language and communication skills	Low levels of academic proficiency and confidence in parents and lack of importance placed on education by some
Low levels of resilience and stamina in learning tasks	SEND
Lack of learning materials at home e.g books	Safeguarding Concerns

## Strategy aims for disadvantaged pupils

Aim	Target	Target Date
Progress in Phonics	Non-SEND to achieve national average in Y1/2 Checklist	September 2023
Progress in Reading	Achieve in line with peers (increase in attainment across)	September 2023
Progress in Writing	Achieve in line with peers (increase in attainment across)	September 2023
Progress in Maths	Achieve in line with peers (increase in attainment across)	September 2023
Continue to develop a consistent approach to behaviour that is rooted in Mental Health and Wellbeing needs of all pupils	Children know how to receive help for pastoral needs and mental health. Teachers understand importance of consistency and have developed approaches and understanding that not all behaviour will be treated the same in all lessons/ times of day.	September 2023

## 1. Teaching Priorities for Current Academic Year

Measure	Activity		
Priority 1	Increase attainment at all key stages to ensure that outcomes are in line with local and national indicators.		
Priority 2	Ensure Teaching and learning is high quality across the school, ensuring all pupils make accelerated progress and attainment.		
Projected Spending	£95,000		
Annual review notes	Year 1 Assessment of strategies and impact	Year 2 Assessment of strategies and impact	Year 3 Assessment of strategies and impact
Annual review overall assessment	Performance towards target: Far above expectations Above expectations As expected Below expectations Far below expectations Expenditure to: increase/ decrease/ remain the same	Performance towards target: Far above expectations Above expectations As expected Below expectations Far below expectations Expenditure to: increase/ decrease/ remain the same	Performance towards target: Far above expectations Above expectations As expected Below expectations Far below expectations Expenditure to: increase/ decrease/ remain the same

## 2. Targeted Academic Support for Current Academic Year

Measure	Activity		
Priority 1	Ensure formative and summative assessment systems identify specific areas of struggle in maths and English.		
Priority 2	Implement a variety of interventions, including four-way splits in years 2, 5 and 6, booster sessions, RWI sessions and afternoon catch-up sessions.		
Projected Spending	£100,000		
Annual review notes	Year 1 Assessment of strategies and impact	Year 2 Assessment of strategies and impact	Year 3 Assessment of strategies and impact
Annual review overall assessment	Performance towards target: Far above expectations Above expectations As expected Below expectations Far below expectations Expenditure to: increase/ decrease/ remain the same	Performance towards target: Far above expectations Above expectations As expected Below expectations Far below expectations Expenditure to: increase/ decrease/ remain the same	Performance towards target: Far above expectations Above expectations As expected Below expectations Far below expectations Expenditure to: increase/ decrease/ remain the same

### 3. Wider Strategies for Current Academic Year

Measure	Activity		
Priority 1	To ensure all pupil's pastoral needs are supported, they have access to mental health and wellbeing support and their needs inform adult responses to their behaviour.		
Priority 2	To ensure that we support our families so that our most disadvantage children build the same cultural capital over time as their non-disadvantaged peers.		
Priority 3	Engage all parents in the learning, aspirations and ambition of pupils.		
Projected Spending	£72,655		
Annual review notes	Year 1 Assessment of strategies and impact	Year 2 Assessment of strategies and impact	Year 3 Assessment of strategies and impact
Annual review overall assessment	Performance towards target: Far above expectations Above expectations As expected Below expectations Far below expectations Expenditure to: increase/ decrease/ remain the same	Performance towards target: Far above expectations Above expectations As expected Below expectations Far below expectations Expenditure to: increase/ decrease/ remain the same	Performance towards target: Far above expectations Above expectations As expected Below expectations Far below expectations Expenditure to: increase/ decrease/ remain the same

### Our review process

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually. During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required. The progress of pupils in receipt of the PPG is regularly discussed with teachers and subject leads and we have an ongoing Pupil Premium monitoring document that is updated weekly and allows teachers to track and measure progress towards key priorities. Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The Principal is responsible for ensuring a pupil premium strategy is always in effect.



## Accountability

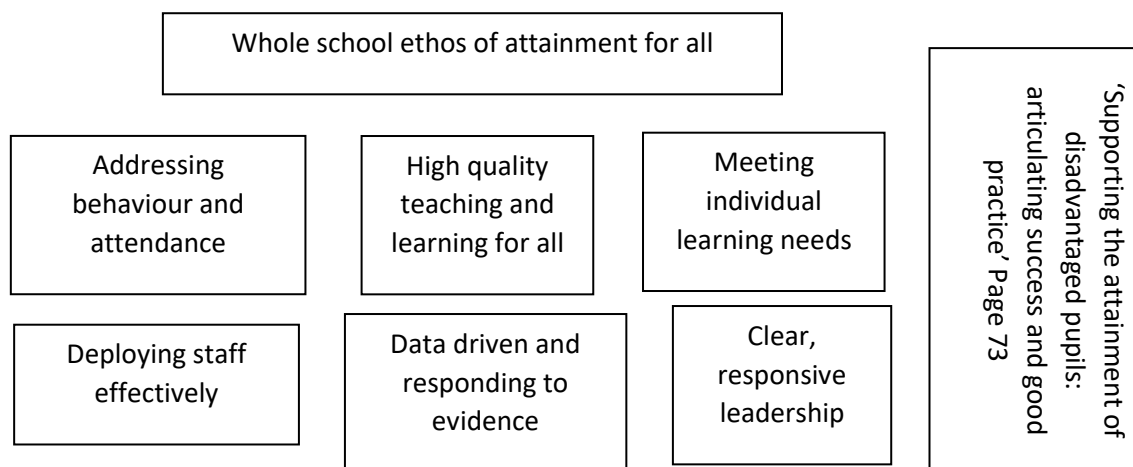
Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG. The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions. Additionally, we publish this strategy for using the pupil premium on the school website.

Appendix 1		
	Non-Academic Barriers	Actions undertaken/ evidence base*/ rationale <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</a>
	Attendance concerns	<ul style="list-style-type: none"> <li>○ Alarm call for targeted parents</li> <li>○ First call and follow up for vulnerable pupils</li> <li>○ Weekly tracking – meetings between admin</li> <li>○ Celebration of 100%</li> <li>○ Letters to parents / carers – including pupils who are regularly late. These letters have been reviewed and updated to provide parents with clear, easy to understand information about the effect of absence and lateness on educational outcomes</li> <li>○ Meetings with teacher</li> <li>○ Meetings with DSL / SENDCo</li> <li>○ Home visits / house calls</li> <li>○ Coordination with outside agencies</li> <li>○ Holiday Fines</li> <li>○ 15 Day penalties</li> <li>○ EWO referrals</li> <li>○ Medical Care Plans</li> <li>○ Provision of free breakfast club (time specific)</li> </ul>
	Lack of parental engagement in some hard to reach families	<ul style="list-style-type: none"> <li>○ Half-termly whole-school newsletters</li> <li>○ Introduction of year group specific half-termly newsletters</li> <li>○ Parent Handbook and additional Induction Pack</li> <li>○ Induction days</li> <li>○ Stay and play sessions in Nursery and Reception</li> <li>○ Support for parents via website</li> <li>○ Focus on routines and expectations in first term</li> <li>○ Small group interventions around early reading / maths skills</li> <li>○ Speech and language interventions</li> <li>○ Targeted social groups</li> <li>○ Parent workshops throughout the year</li> <li>○ School Twitter</li> <li>○ Translation of important documents / general information for EAL families</li> </ul>

	Lack of focus and confidence due to poor mental health and wellbeing and Poor behaviour of some children	<ul style="list-style-type: none"> <li>○ Staff training around Growth Mindsets</li> <li>○ Staff training around ACEs</li> <li>○ Focus in teaching and learning on resilience – monitored through learning walks / book looks/ pupil interviews</li> <li>○ Whole school assemblies which focus on this area</li> <li>○ Wraparound provision</li> <li>○ Bespoke support for individual pupils</li> <li>○ ‘Break out’ areas</li> <li>○ Use of Active 10</li> <li>○ Whole school focus on PSHE and Circle Time</li> <li>○ Avoidance of internal and external exclusions</li> <li>○ Consistent behaviour for learning approach and targeted responses to individuals – staff training on personalising behaviour responses</li> <li>○ Removal of punitive system of consequences and focus on openness and discussion with children</li> </ul>
	School is located in an area of high deprivation	<ul style="list-style-type: none"> <li>○ Whole school poverty-proofing of curriculum and opportunities through not charging / subsidising</li> <li>○ Subsidising of trips and visits, including residential</li> <li>○ Provision of instrument tuition</li> <li>○ Provision of breakfast club</li> <li>○ Provision of uniform and other essential clothing and other items</li> <li>○ School food bank</li> <li>○ Signposting to support – i.e. Food Banks / free holiday activities</li> <li>○ Support for parents completing applications</li> </ul>
	Lack of wider experiences our children have access to	<ul style="list-style-type: none"> <li>○ Experiential learning through visits and visitors</li> <li>○ Curriculum hooks</li> <li>○ Nurturing of particular talents and interests</li> <li>○ Art specialist TA</li> <li>○ Sporting opportunities</li> <li>○ Inter-borough competitions</li> <li>○ Borough performances</li> <li>○ Seasonal traditions e.g. nativity/ pantos etc.</li> </ul>
	Low levels of academic proficiency and confidence in parents and lack of importance placed on education by some	<ul style="list-style-type: none"> <li>○ PSA role, including signposting of advice and support</li> <li>○ IQM school</li> <li>○ New Parent Brochure / Reception Storybook</li> <li>○ Enhanced school website</li> <li>○ Nursery and Reception stay and play</li> <li>○ Year 6 SATs Meetings</li> <li>○ ‘Meet the Team’ assemblies</li> <li>○ Termly ‘Drop Ins’</li> <li>○ Termly Consultation Evenings</li> <li>○ Workshops for parents</li> </ul>

		<ul style="list-style-type: none"> <li>○ Residential meetings for Y6 parents</li> <li>○ Performances – in and out of school</li> </ul>
	SEND	<ul style="list-style-type: none"> <li>○ Constant 'Plan / Do / Review' cycle</li> <li>○ Progression through My Targets, One Plans and EHCPs as appropriate</li> <li>○ Equality Impact Assessments of all areas of the curriculum</li> <li>○ Accessibility Plan</li> <li>○ IQM school</li> <li>○ Specialist SEND TA</li> <li>○ Specialist Speech and Language TA</li> <li>○ Lead TA for RWI and specialist groups</li> <li>○ CPD for staff</li> <li>○ Disability awareness raising</li> <li>○ Additional support for individual pupils</li> <li>○ Alternative Provision</li> <li>○ Therapeutic support for individuals</li> <li>○ Support for parents choosing next placement for pupils, including transfer to specialist provision.</li> <li>○ Wide range of support materials and resources</li> <li>○ Bespoke / appropriate sporting opportunities</li> </ul>
	Safeguarding concerns	<ul style="list-style-type: none"> <li>○ DSL(s) – training is kept current</li> <li>○ DSL(s) provide training for all staff</li> <li>○ NSPCC Assembly for</li> <li>○ Multi-agency working – through MASH, CAP, EHAs, etc</li> <li>○ DSL Supervision at each SLT Meeting</li> <li>○ Pastoral Care Team</li> <li>○ Safeguarding software – all staff trained</li> <li>○ All visitors briefed with regards to safeguarding</li> </ul>

## Appendix 2: Research Drivers



<https://www.gov.uk/government/publications/school-culture-and-practice-supporting-disadvantaged-pupils>