



Pupil Premium Strategy 2019/20

Bush Hill Park is a three-form entry primary school situated in the Bush Hill Park ward of Enfield. We currently have 546 pupils on roll, 49 of whom are in nursery. A large proportion of our families live in the neighbouring estate which backs onto the school.

45.67% of our children are eligible for pupil premium funding, a total of 227 children. This is a difference of 4.93% compared to last year. Many of our families are now not eligible for PPG but still have high levels of deprivation and face the same issues as our other families.

The Pupil Premium Grant enables the school to ensure that all children access any additional support available in order to narrow the gap.

Attendance is a constant challenge in the school and we continue to endeavour to support our families with this, with the result that there has been an increase compared to last year and our school is now meeting its target of 96%.

1. Summary information					
School	Bush Hill Park Primary				
Academic Year	2019 -20	Total PP budget	£299, 640	Date of most recent PP review	July 2019
				Date for next internal review of this strategy	January 2020

2. Current attainment			
	<i>Pupils eligible for PP (49)</i>	<i>Pupils not eligible for PP (39)</i>	<i>School Total</i>
% achieving in reading, writing and maths	37% total	43% total	43%
Average Scaled Score in reading and maths	100.6	101.7	101.7

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school)	
	Identification of gaps in prior learning for newly-arrived pupils
	Lower than national average attainment
	High number of children with additional educational needs, including medical needs
	The number of children with social and emotional, mental health issues
	High number of children with English as an Additional Language
External barriers	
	Overcrowded housing
	Low family income/ Area of high deprivation
	Low level of attainment on entry
	High level of children New to English on entry

4. Desired outcomes

<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<p>Curriculum – To raise the attainment of disadvantaged children so they achieve in line with their peers across the curriculum, in particular, ensuring that the Maths and English provision matches the needs of children. To raise the rates of pupils' progress across the curriculum and to ensure that PP children of all abilities are exposed to appropriate stretch and challenge.</p>	<p>Challenge for PP children is well-pitched in lessons based on timely, effective assessments Effective support in place for identified children Interventions Year 5 and 6 large cohort of PP children targeted and support in place (interventions, booster teachers, booster groups)</p>
<p>Teaching and Learning – To ensure sustained progress is maintained across teaching and support staff, including pedagogical awareness of growth mindset and PSHE curriculum.</p>	<p>Maintain levels of progression through effective staffing Pupil Progress Reviews show that class teaching and interventions lead to increased percentages of PP children achieving national expectations</p>
<p>Wider outcomes – To ensure the high engagement of children through academic enrichment opportunities and the wider curriculum.</p>	<p>Ensure PP children have access and exposure to the full breadth of the curriculum – including enrichment opportunities and activities. Promotion of Healthy eating and Fitness</p>
<p>Behaviour – To ensure pastoral support is in place and accessible for all PP children and to review and implement strategies that will reduce barriers for learning for disadvantaged pupils.</p>	<p>Early identification of children's needs Pastoral care in place and available for all children and families Maintain positive relationships and home support for all pupils Social and emotional needs of disadvantaged pupils are met through positive staff relationships, positive school experiences and support from learning mentors Focus on positive interactions through the school values</p>
<p>Attendance – Maintain attendance at 96% and above for PP children to remain in line with their peers.</p>	<p>Attendance support in place for identified families</p>

5. Planned expenditure

I Quality teaching for all

Desired outcomes	Chosen action / approach	Evidence & rationale for this choice	How will you ensure it is implemented well?	Staff lead	Unit cost	When will you review implementation?
<p>Curriculum - To raise the attainment of disadvantaged children so they achieve in line with their peers across the curriculum, in particular, ensuring that the Maths and English provision matches the needs of children. To raise the rates of pupils' progress across the curriculum and to ensure that PP children of all abilities are exposed to appropriate stretch and challenge.</p> <p>Teaching and Learning – To ensure sustained progress is maintained across teaching and support staff, including pedagogical awareness of growth mindset and PSHE curriculum.</p>	<p>Maths, phonics (RWI) & spelling programmes – introduction of Maths Mastery to Year 5 (as part of whole-school roll out) Including 1:1 phonics interventions for identified children.</p>	<p>To maintain high standards in maths, phonics & GPS</p>	<p>Through support by SLT English and Maths leads & Maths Mastery learning walks from providers. Half-termly assessments & streaming for phonics and for Maths in years 5 and 6.</p>	<p>TW TC</p>	<p>£36,300</p>	<p>Half Termly</p>
	<p>Introduction of new timetable to ensure reading, writing and maths time is equally divided.</p>	<p>To remain in line with our whole school writing priority.</p>	<p>Monitoring new school day to ensure children transition well with new timings. CPD to address sense of urgency and pace that will be required of morning lessons to ensure success in this area.</p>	<p>Ath AN KM TC TW</p>	<p>£1,000</p>	<p>Half Termly</p>
	<p>Introduction of daily one hour writing lessons as part of school priority.</p>	<p>To remain in line with our whole school writing priority.</p>	<p>Regular CPD in the Autumn term to establish writing priorities and to develop units of writing that build up progressively a base of language, understanding and creative and planning opportunities.</p>	<p>Ath AN KM TC TW</p>	<p>£1,000</p>	<p>Half Termly</p>
	<p>Continuation of literacy scheme (Success For All) to continue to raise standards in reading</p>	<p>To continue with successes of reading and to ensure adaptations are effectively implemented with the new split between reading and writing.</p>	<p>Through observations, learning walks, pupil progress meetings, evidence in books and moderation across year groups and across partnership</p>	<p>TW</p>	<p>£5,720</p>	<p>Half Termly</p>
	<p>Booster teachers for year 2, 5 and 6 English and maths (year groups identified as high PP intake)</p>	<p>To boost progress and attainment across English and Maths by enabling smaller classroom ratios for core subjects</p>	<p>Through observations, learning walks, pupil progress meetings, evidence in books and moderation across year groups and across partnership</p>	<p>TW TC KM JI</p>	<p>£30,000</p>	<p>Half Termly</p>
	<p>Continuation of Daily Supported Reading (DSR) resources, including staff to</p>	<p>To promote reading and to develop levels of reading across KS1 in preparation for</p>	<p>Through DSR lead monitoring and organizing, through fluid, flexible groupings and reading records that</p>	<p>TW SM</p>	<p>£30,000</p>	<p>Weekly</p>



<p>Wider outcomes To ensure the high engagement of children through academic enrichment opportunities and the wider curriculum.</p>	ensure small groupings.	KS2	are kept daily			
	Introduction of cornerstones to support the delivery of foundation subjects and to ensure maximum exposure and experiences for all children to all areas.	To ensure that the breadth and balance of all subject areas is in line with the new curriculum expectations and to ensure that the quality of teaching and learning is good or better in foundation subjects and plans for knowledge, skills and vocabulary of learning that can be applied across the curriculum.	Through CPD from cornerstones, ongoing CPD throughout the year focused on planning for progression and sequencing of lessons and through observations, learning walks, pupil progress meetings, evidence in books and moderation across year groups and across partnership.	KM RP	£6,030	Half Termly
	Development of the curriculum Team	Employment of new members of staff to the curriculum team to support the overall aims of the school and to further promote the PSHE, science, history and geography, PE, Dance and Drama, RE and MFL aims of the school.	CPD opportunities throughout the year relevant to subject leaders. Regular curriculum team meetings to discuss strategies for moving curriculum forward. Middle leadership development opportunities throughout the year.	KM RP ST KO HL MO YP SR CT	£5,540	Half Termly
	Continuation of increased Headship team and increased Middle leadership team	To embed and further develop recent gains made in the quality of teaching and learning	All headship team responsible for teaching and learning, increased focus on development of middle leaders through increased responsibilities and targeted CPD	ATh AN KM MNeo TC TW	£30,000	Half-termly
	Interventions across the whole school	To support pupils identified through Pupil Progress Meetings who are at risk of slow progress.	Delivery by a combination of HLTAs & teachers, monitored by subject leads.	TC TW	£12,200	At least termly – others more frequency according to identified need
	SENCO and Lead TA to ensure HLTA's and LSA's maximise support across the school and are deployed effectively	To develop HLTA's skills and improve outcomes	CPD, monitoring, organisational and operational	AN SM	£7,100	Half-termly



	Increased access to EP consultation	To identify barriers to learning across all areas of the curriculum and to ensure effective strategies and support are in place for vulnerable pupils	Through regular contact and consultation with borough EP and overseen by Inclusion Assistant Head.	AN	£10,500	Half-termly
	PPA Specialist teachers to teach across the whole school to support wider curriculum experiences	To enable pupils to develop interest and experiences in wider curriculum and to foster creativity and widen experiences	Delivery by Dance and Drama teacher, Music teacher and ICT teacher	FS SR RR	£20,000	Termly
	Early Years to develop the outdoor provision for all children.	To enhance experiences and curiosity of Nursery and Reception children. To maximise learning opportunities and to ensure continuous provision is extended to outdoor learning.	Through support from the Assistant head for Early Years and Nursery Manager	MN TW NS	£3,000	
	Curriculum Enrichment provision for Yr 1 – 6. Friday afternoons to provide enrichment opportunities and activities that children are able to choose for themselves.	To enhance curriculum enrichment experiences for all children and to provide a wealth of opportunities that allow children to pursue learning that is reflective of their own personal interests.	Build on the successes from this year. Planning has been structured to ensure freedom of creativity and to allow children to choose their own learning. To continue providing resources necessary to the successful running of this.	KM FS RP MR NB	£3,000	Half Termly
			Total budgeted cost		£201, 390	

II Targeted support

Desired outcomes	Chosen action / approach	Evidence & rationale for this choice	How will you ensure it is implemented well?	Staff lead	Unit cost	When will you review implementation?
Effective staff support in place	Use of additional HLTA support in classes	Provide effective teaching support, feedback and next steps leading to improvement High mobility rates of children entering mid-year	Increase support in class & class based support delivered Children new to school assessed within 2 weeks	AN	£20,000	Termly Pupil Progress Reviews
Literacy interventions	Use of 'Fresh Start' to ensure children keep up rather than catch up in literacy	Literacy intervention to enable all children to make their expected progress in literacy	Small, flexible intervention groups for children identified as needing additional support, led by experienced HLTA's.	JL	£5,300	Half-termly
To ensure sustained progress is maintained across teaching and support staff, including pedagogical awareness of growth mindset and PSHE curriculum.	New PSHE leads and AHT to develop PSHE curriculum and introduce mental health and values foci.	To provide opportunities for children to develop growth mindset across the curriculum and to promote importance of mental health and wellbeing across the curriculum	Timetabled Talk Time/ Circle Time lessons in conjunction with weekly PSHE curriculum. Focus on developing thinking skills for life and enabling children to develop strategies and self-regulation techniques that support the mental health development of all children	KM HL MO	£5,000	Termly
Raise Attainment in Year 6	Year 6 support by senior leaders delivering groups and individual interventions	To raise attainment in line with national averages	Streaming, in-school booster groups, out-of-school hours booster groups, careful monitoring & tracking	AN FS TC KM	£2,000	On-going
Attendance is in line with national expectations	Continue to improve attendance – annual target 96%. Continue with Attendance weeks ongoing throughout the year and with tea and toast mornings to encourage punctuality.	Parent Support Adviser, Learning Mentors and SLT all to review this regularly	Target vulnerable / hard-to-to reach families	SS GR IP SLT	£2,500	Ongoing
Maintain positive relationships &	Continued use of Parent Support Adviser and	Continued support for our families in need	Coffee mornings & workshops supported by the Parent Support	SS GR	£2,500	On-going



home-support for pupils' learning for families in need	learning mentors to enhance communication families and provide communal support		Adviser ESOL classes weekly Parent Zumba weekly	IP		
All PP pupils with additional needs achieve the goals of their support plans	Allocation and professional liaison in identifying, monitoring and implementing support	Providing effective support for pupils across all subjects in order to achieve their potential	Regular reviews / sharing concerns / pupil passports / SEND support plans	MN	£1,500	Overall termly reviews – specific reviews more frequently as required
The social & emotional needs of disadvantaged pupils are met	Pastoral Care time allocation and professional liaison in identifying, monitoring and implementing support. Learning Mentor support to be put in place for those identified as requiring additional support.	To provide on-going support for our children and disadvantaged families.	Pupil's progress can be linked to emotional wellbeing, children given the vocabulary to express themselves through growth mindset curriculum	All	£2,100	Termly
Learning Mentors employed to remove specific barriers	Learning Mentors to have regular mentoring sessions with identified children and to liaise with class teachers to offer supporting strategies for particular children	To provide consistent support for key children and to best support teachers in developing their inclusive practice	Monitoring, Learning Mentors communicate consistently with teachers and SLT about key children and are trained as DSL. Overseen by Assistant Head for Inclusion	IP RC FK	£40,000	On-going
			Total budgeted cost		£80,900	

III Other approaches

Desired outcomes	Chosen action / approach	Evidence & rationale for this choice	How will you ensure it is implemented well?	Staff lead	Unit cost	When will you review implementation?
High Engagement through Academic enrichment activities	Subsidise school trips across the school including school journeys for Year 6	To maintain the flexibility of regular curricular enrichment visits with a broader choice of venues, to ensure workshops and speakers can come to the school to broaden curriculum experiences	Every class attends trips over the year to different venues for a range of academic objectives and to include a residential trip for older children. All children have access to a range of workshops and experiences.	AN KM	£5,100	Annually
Offer enrichment activities before, during lunch and after school to all children	Subsidise after-school & breakfast clubs and provide staff for vulnerable children to access provision	Enable families to access cheaper provision for after school & enrich pupils' experiences outside the classroom.	Range of enrichment activities with checks on the sign-up rate & 'take-up'	IP RC FK	£5,100	Termly
Breakfast club	Subsidised to provide vulnerable children with a healthy, positive start to the day	Subsidised to ensure all children can access a healthy start to the day, hot breakfast provided in Autumn/ Winter months.	Large take up for breakfast club	IP RC FK	£5,100	On-going
Uniform subsidy	To support families who require additional help with school uniform costs over the year.	Subsidised where required to ensure that all children feel part of the school community		SS PN	£2,050	
Total budgeted cost					£17,350	



as planned.

All data presented is based on end of term spring data and teacher predictions for the end of year if assessment had gone ahead

Year	Reading		Writing		Maths	
1	PP	77%	PP	67% %	PP	71%
	All	68%	All	68%	All	73%
2	PP	57%	PP	57%	PP	43%
	All	69%	All	56%	All	69%
3	PP	56%	PP	44%	PP	52%
	All	58%	All	47%	All	72%
4	PP	48%	PP	30%	PP	44%
	All	48%	All	32%	All	51%
5	PP	54%	PP	46%	PP	49%
	All	66%	All	59%	All	59%
6	PP	62%	PP	43%	PP	55%
	All	72%	All	54%	All	66%



Review of Expenditure Summer 2020

Desired outcomes and how they will be measured	Success criteria	Impact	Next Steps
<p>Curriculum – To raise the attainment of disadvantaged children so they achieve in line with their peers across the curriculum, in particular, ensuring that the Maths and English provision matches the needs of children. To raise the rates of pupils' progress across the curriculum and to ensure that PP children of all abilities are exposed to appropriate stretch and challenge.</p>	<p>Challenge for PP children is well-pitched in lessons based on timely, effective assessments Effective support in place for identified children Interventions Year 5 and 6 large cohort of PP children targeted and support in place (interventions, booster teachers, booster groups)</p>	<p>No external data to report given circumstances of this year. All data presented is based on spring term assessments and teacher judgements for end of year predictions.</p> <p>Maths Mastery is now in place up to year 5 – training for this is ongoing and year 5 teachers begun this successfully. It is a mixed ability approach that saw benefits for typically lower attaining pupils including those in receipt of PP.</p> <p>Structure of English was significantly changed this year to increase outcomes for all pupils. Moved away from the setting that comes with SFA and there are now separate one hour reading (setting in year 5/6) and writing lessons that make use of mixed ability settings to support development of all pupils.</p> <p>Additional teachers to reduce class sizes in core subjects in years 2/4/5/6 – introduction of an additional writing class in year 4 had noticeable impact on children who previously struggled with writing.</p> <p>Changes made to many of the interventions running – although all put on hold due to circumstances.</p>	<p>Maths Mastery to be rolled out to year 6 – lots of online training opportunities for all staff to refresh current practice and update knowledge. New training for all year 6 staff including support staff and HST and SLT members to all be trained in the approaches of Maths Mastery. Maths Mastery supplemented with White Rose Hub maths as a means of implementing recovery curriculum.</p> <p>Continued training and ongoing teacher support in new writing planning and delivery to be put in place as not all training was completed from this year.</p> <p>All to be reviewed and started from September. 'Recovery Curriculum' to be in place from September that will enable access to lost learning for all and will support emotional wellbeing of all. Continuation of additional classes in year 2/5/6 to support smaller class sizes in core subjects. Maximising use of experienced SLT and HST to lead additional groups. From Autumn 2 use of catch up funding to further increase opportunities and ensure catch up for years 1/2/5 and 6 where needs have been identified, including afternoon</p>



		<p>Introduction of our HEP curriculum that supports History, Geography and RE in year 3 was successful and the knowledge and vocabulary developments this led to in a short term were noticeable</p>	<p>booster sessions delivered by members of the SLT and HST.</p> <p>This will roll out to years 4, 5 and 6 over the next two years. However, all staff are to receive training in the basic teaching principles that form HEP, as these are applicable across the curriculum and effective methods of delivering high quality teaching and learning. HEP will also roll out science curriculum later in the year that will be applied and adapted as relevant across the school.</p>
<p>Teaching and Learning – To ensure sustained progress is maintained across teaching and support staff, including pedagogical awareness of growth mindset and PSHE curriculum.</p>	<p>Maintain levels of progression through effective staffing Pupil Progress Reviews show that class teaching and interventions lead to increased percentages of PP children achieving national expectations</p>	<p>Limited PP reviews due to circumstances. All class teachers made regular contact with children in their class and made phone calls to the children and their families. All concerns were logged as usual, including concerns with PP access to online learning and engagement with the school.</p> <p>Stable staffing structures. All teachers worked within their means to continue providing learning opportunities for their children via a new platform.</p> <p>All staff engaged with and had access to many different CPD opportunities and were able to tailor these to individual needs</p>	<p>Any children identified as having been disengaged from online learning will be discussed on an individual needs basis and will benefit from the recovery curriculum.</p> <p>Achieving high standards of teaching and learning will be a priority for the school this year and will form part of the appraisal setting process. This will be enabled through planned changes to the current Curriculum Team.</p> <p>Remote learning policy to be implemented and effective from Autumn term. Continued CPD around effective use of Microsoft Teams and roll out to all year groups in order that meaningful learning and our broad and balanced curriculum can be delivered virtually.</p> <p>Monitoring cycle that was planned for all subject areas will be conducted this year and will enable middle leaders to develop teaching and learning in this area. New monitoring and evaluation cycle to be</p>



			<p>implemented in light of Covid restrictions and as a means to further empower teachers to become reflective practitioners.</p> <p>CPD around trauma informed practice and how teachers can support the emotional wellbeing of children as we return to a 'new normal' will be in place alongside ongoing high quality CPD to inform teaching practice.</p>
<p>Wider outcomes – To ensure the high engagement of children through academic enrichment opportunities and the wider curriculum.</p>	<p>Ensure PP children have access and exposure to the full breadth of the curriculum – including enrichment opportunities and activities. Promotion of Healthy eating and Fitness</p>	<p>Introduction of a new monitoring structure for PP children was implemented – this has enabled leaders to keep up to date with progress of PP children across not academic subjects but wider achievements and teachers were able to get to know the needs of their PP children more effectively.</p> <p>Ongoing impact of curriculum enrichment enables enjoyment and exposure to a range of curricular and extra-curricular activities. Children clearly enjoy these.</p> <p>Healthy eating and fitness week including sports week were unfortunately cancelled due to ongoing circumstances.</p> <p>Lots of wider curriculum learning took place online, teachers planned creatively to enable children to make the most of their artistic skills, prior to this, children had access to our full curriculum offer, including computing taught across the school by an IT specialist, dance and drama across the school by a specialist, sports coaches who deliver the PE curriculum and provide CPD for teachers, a specialist Spanish assistant in year 3</p>	<p>This will be reintroduced from September with expectation that all teachers and HLTAs contribute to the document. Phase Leaders for Learning will monitor this alongside the Assistant Head and early intervention will be achieved if the document is used effectively.</p> <p>These will be planned in again once Covid restrictions are lifted, this year we will explore and implement secure ways of maximising cultural capital.</p> <p>All to continue, specialist Spanish assistant to roll out to year 4, return of music teacher from Maternity leave will enable specialist provision in this area to resume for all year groups.</p> <p>These will resume in September, with the addition of our new After School Club</p>

		<p>Take-up for breakfast club remained consistent and was subsidised for some. Learning Mentors and Sports Coaches have breakfast with the children to support settling them in for the school day.</p> <p>Across the year, families have been supported with subsidies for uniform, school clubs and extra-curricular trips where required in order to ensure that children's self-esteem needs are met and to ensure that all children have equal access to enrichment opportunities.</p>	<p>onsite.</p> <p>All after school clubs will also resume.</p>
<p>Behaviour – To ensure pastoral support is in place and accessible for all PP children and to review and implement strategies that will reduce barriers for learning for disadvantaged pupils.</p>	<p>Early identification of children's needs Pastoral care in place and available for all children and families Maintain positive relationships and home support for all pupils Social and emotional needs of disadvantaged pupils are met through positive staff relationships, positive school experiences and support from learning mentors Focus on positive interactions through the school values</p>	<p>Our pastoral structure continues to expand with the appointment of an SEN TA. The team also comprises 3 learning mentors who support the children with all pastoral needs and enable children to access their learning through ongoing support. Many of our families have been supported through the extended initiatives available, and the learning mentors along with our dedicated Parent Support Adviser have provided access to additional support including accessing Food Banks, Mental Health centres for parents and children, EP provisions, family therapy sessions and parent groups.</p> <p>Lots of additional CPD opportunities for all staff, including inhouse ACES training and ongoing online access to a range of pastoral CPD for support staff and teachers</p>	<p>Adaptations and additional support put in place to deal with children returning to their 'new normal'.</p> <p>All to continue, early identification and intervention will be crucial in September as there will be many children who will now require learning mentor services and all children will have experienced loss in some way. There will be ongoing trauma informed practice CPD for all staff.</p> <p>Assemblies to resume via a new platform and lots of work will be done to ensure these provide opportunities for children to reflect on past events and adjust to new ways of learning and socialising in school.</p>
<p>Attendance – Maintain attendance at 96% and above for PP children to remain in line with their peers.</p>	<p>Attendance support in place for identified families</p>	<p>Engagement of children with online learning and contact with teachers was monitored – all children who teachers</p>	<p>All previous initiatives will resume and we will work to ensure that all families feel safe with their child's return and</p>



		were unable to engage with were and continue to be followed up on.	support and encourage those who are reluctant to return. Effective tracking and weekly attendance reports will enable quick identification of any concerns.
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