

# 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	205 (50.4%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	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
<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	£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, &amp; 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.          Embedded new writing curriculum is in place          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.          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.          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><a href="https://assets.publishing.service.gov.uk/media/5a7b1474ed915d429748cadf/DFE-RR238.pdf">https://assets.publishing.service.gov.uk/media/5a7b1474ed915d429748cadf/DFE-RR238.pdf</a></p> <p><a href="https://www.gov.uk/government/publications/subject-report-series-english">https://www.gov.uk/government/publications/subject-report-series-english</a></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><a href="https://www.gov.uk/government/publications/subject-report-series-english">https://www.gov.uk/government/publications/subject-report-series-english</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/speed-and-fluency-as-important-as-accuracy-for-good-writing">https://educationendowmentfoundation.org.uk/news/speed-and-fluency-as-important-as-accuracy-for-good-writing</a></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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</a></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><a href="https://www.researchgate.net/publication/251276931">https://www.researchgate.net/publication/251276931</a> <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><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></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><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></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><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></p>	<p>1 2 3 4 5</p>

	<a href="https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</a>	
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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. <a href="https://readingagency.org.uk/about/impact/002-reading-facts-1/">https://readingagency.org.uk/about/impact/002-reading-facts-1/</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>	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.  <a href="https://www.camhsnorthderbyshire.nhs.uk/emotional-literacy">https://www.camhsnorthderbyshire.nhs.uk/emotional-literacy</a>	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.  <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>	2 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	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

	<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>	
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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 'purposeful 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><a href="https://outdoorplayandlearning.org.uk/wp-content/uploads/2021/10/The-Case-For-Play-In-Schools-web-1-1.pdf">https://outdoorplayandlearning.org.uk/wp-content/uploads/2021/10/The-Case-For-Play-In-Schools-web-1-1.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/early-years/toolkit/play-based-learning">https://educationendowmentfoundation.org.uk/early-years/toolkit/play-based-learning</a></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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p> <p><a href="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.">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.</a></p>	5
Trauma Informed Practice whole	<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</p>	4

school approach	<p>strategies and better mental well-being. Dr Bruce Perry highlights the importance of trauma-sensitive approaches for children facing socio-economic challenges.</p> <p><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></p> <p><a href="https://newprairiepress.org/cgi/viewcontent.cgi?article=1079&amp;context=ijssw">https://newprairiepress.org/cgi/viewcontent.cgi?article=1079&amp;context=ijssw</a></p>	
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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 2024 to 2025.

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 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>

Disadvantaged pupils at Bush Hill Park Primary School are attain in line comparatively with national data (National 2025: PP 63% reading, 59% writing, 61% maths). However, the gap between disadvantaged and non-disadvantaged pupils at Bush Hill Park Primary School is significantly lower than national. The difference in combined for our disadvantaged and non-disadvantaged pupils at KS2 was -6% difference compared to -22% nationally and in all core subjects at national level disadvantaged pupils underperformed compared to their peers an average of 20%

<https://explore-education-statistics.service.gov.uk/data-tables/fast-track/5915a97e-9adf-4b48-f698-08dde48e838d>

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.

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 (59)	61%
PP (31)	52%
Difference	-9%

Year 1	Phonics Screen	Reading	Writing	Maths	Combined
Non-PP (53)	75%	64%	51%	60%	51%
PP (30)	77%	77% (7%GD)	50%	63%	50%
Difference	+2%	+13%	-1%	+3%	-1%

Year 2	Reading	Writing	Maths	Combined
Non-PP (59)	71%	66% (3% GD)	73% (7% GD)	66%
PP (35)	63%	57%	66% (3% GD)	57%
Difference	-12%	-9%	-8%	-9%

Year 3	Reading	Writing	Maths	Combined
Non-PP (56)	63% (20% GD)	48% (5% GD)	50% (9% GD)	45%
PP (34)	53% (21% GD)	44% (6% GD)	41% (3% GD)	35%
Difference	-10%	-4%	-9%	-10%

Year 4	Reading	Writing	Maths	Combined
Non-PP (53)	47%	40%	57% (6% GD)	38%
PP (37)	41%	32%	52% + (3% GD)	30%
Difference	-6%	-8%	-5%	-8%

Year 5	Reading	Writing	Maths	Combined
Non-PP (58)	76% (29% GD)	73% (26% GD)	64% (26% GD)	59%
PP (31)	74% (19% GD)	67% (19% GD)	58% (13% GD)	55%
Difference	-2%	-6%	-6%	-4%

Year 6 (stat)	Reading	Writing	Maths	Combined
<b>Non-PP (59)</b>	70% (19% GD)	56%	65% (8% GD)	51%
<b>PP (38)</b>	63% (21% GD)	50%	61% (3% GD)	45%
<b>Difference</b>	-7%	-6%	-3%	-6%

#### Attendance Academic Year 2024-25

<b>Non-PP (338)</b>	94.5%
<b>PP (205)</b>	93.5%

Our Pupil Premium funding has been strategically directed to address our key challenges: underdeveloped oral language, early literacy, writing and maths outcomes, and increasing social, emotional and mental health needs. This remains being underpinned by a whole-school drive to improve the quality of teaching and learning through high-quality CPD, inclusive practice, and a rigorous focus on curriculum development.

In response to Challenges 1, 2 and 3, the introduction of our new whole-school sentence curriculum has been trialled in key year groups successfully, with intent to roll out as of January 2026. Initial changes in approaches have been addressed in CPD opportunities with a focus on consistent language and structure when teaching sentence construction and composition, supporting improvements in writing outcomes and oracy. With the planned rollout, this will have a particular impact on disadvantaged pupils, whose exposure to high-quality modelling and explicit instruction is essential in closing the gap.

We have also seen a measurable improvement in oral language skills and vocabulary knowledge, particularly among pupils with identified SLCN, as noted in Challenge 1. This can be attributed in part to some of the following:

- Roll out of our Opening Worlds curriculum which places significant focus on language and storytelling.
- Walkthrus refreshers for all staff with a focus on questioning and organised talk partners has significantly enhanced oracy opportunities in the classroom.
- ELKLAN training for all staff has significantly increased capacity for inclusive classroom support and high-quality communication strategies.
- New PSHE curriculum (The Big Think) and Circle Time sessions have provided structured opportunities for language-rich discussions.

The 1:1 daily reading initiative for the lowest 20% of readers (prioritising PP children), alongside weekly pre-reading sessions across all year groups, has accelerated reading progress and built confidence. This work directly addresses Challenge 2, and its success is reflected in our phonics screening outcomes: disadvantaged pupils outperformed non-disadvantaged by +2%. National data determines 67% of disadvantaged pupils passed their phonics screening check nationally, meaning that we outperformed na-

tional by 10% as 77% of PP children at Bush Hill Park Primary School passed their phonics screen. Reading attainment on average across the school has trended upwards, and despite gaps in attainment between PP and non-PP the children we are continually working to reduce this and remain below national trends. To ensure that we continue to build on the success of our reading approaches, the lowest 20% readers initiative will be rolled out to the lowest 30% of readers for this academic year.

By embedding high-quality early reading practice, continuing investment in phonics catch-up for KS2, and building a strong reading culture across the school, we have created the conditions necessary for all pupils, especially those from disadvantaged backgrounds, to thrive as readers.

We have refined our existing maths curriculum and planning to better align with White Rose and EEF guidance. We have a new, experienced maths lead in post as of September to further progress with our intended maths outcomes.

We are already seeing a positive impact from this work: pupil outcomes in maths have improved across most year groups, and the attainment gap between PP and non-PP pupils at KS2 has begun to narrow, and we have already narrowed this significantly year on year.

To address Challenge 5, we have maintained our strong commitment to pupil wellbeing through our Trauma Informed Practice and extended provision for social and emotional support. The introduction of The Big Think for PSHE sessions, targeted ELSA interventions, and consistent support from our Learning Mentor and Counsellor have enabled pupils with SEMH needs to access learning more successfully.

The sustained focus on relationships, inclusion and trust has supported an environment where children feel safe, valued and supported. Pupil engagement and behaviour for learning are consistently strong, as observed during internal and external reviews. Qualitative data, including pupil voice and parental feedback, highlights a high level of satisfaction with the school's inclusive and nurturing ethos.

Our increased capacity to support SEMH has also reduced behavioural incidents, increased attendance for vulnerable groups, and led to greater readiness to learn.

Throughout the year, we have maintained a strong focus on high-quality teaching. Weekly CPD, including peer observations through 'Trios' and structured coaching using Tom Sherrington's *Walkthrus*, has brought increased consistency and impact to classroom practice. This approach has ensured that all staff are equipped to meet the needs of our learners, particularly those from disadvantaged backgrounds.

The quality of teaching and learning has demonstrably improved, and this is reflected in the reduced attainment gaps across reading, writing and maths. CPD has also been instrumental in the effective roll-out of curriculum changes and the successful implementation of intervention strategies.

All PP pupils have had full access to trips, events and school experiences, ensuring they build the same breadth of cultural capital as their peers. We have over the last two year significantly extended our cultural capital and enrichment opportunities for all children, including access to a breadth of clubs and activities run by our staff after school. Our Food Bank and Welfare Team continue to support families facing financial hardship, further strengthening home-school partnerships and reducing barriers to learning.

With regard to wellbeing initiatives, this September we rolled out our 'Purposeful Play' lunchtime initiative and have seen significant impact in the short time it has been in place. All children have access to a range of toys and learning opportunities at lunch time and have been engaging in child-led learning

through play, we have seen an increase in creativity, team-building and overall happiness and well-being. First Aid incidents and peer related incidents have decreased dramatically in line with its introduction.

While we celebrate the progress made during the 2025/26 academic year, we recognise that all of the above areas remain ongoing priorities. The success of our current strategy affirms our belief that high-quality teaching, targeted support, and a focus on wellbeing are key to closing the gap for disadvantaged pupils. We remain committed to sustaining this momentum and refining our approaches as we move into the next phases of our three-year plan.

The impact of these initiatives will continue to be carefully monitored and evaluated, with a relentless focus on equity, inclusion and excellence for all pupils.