

Pupil premium strategy statement

This statement details our school's use of pupil 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 the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bushfield Road Infant School
Number of pupils in school	160 (exc Nursery)
Proportion (%) of pupil premium eligible pupils	35.62% (exc Nursery)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Mrs T Bass Headteacher
Pupil premium lead	Mrs K Turnbull Deputy Headteacher
Governor / Trustee lead	Vacancy To be confirmed.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 82 110
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 82 110

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our 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 wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Speech, Language and Communication Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. Although Language Link assessments (September 2023) show that 40% of the 25 pupils with a moderate or severe delay are disadvantaged pupils in Reception and Key Stage 1 compared to 60% of other pupils, progress is slower amongst the disadvantaged group.

2	<p>GLD</p> <p>EYFSP data indicates school attainment was low (50.8%) in comparison with the National dataset (68%) and that disadvantaged pupils achieving a GLD was lower than that of non-disadvantaged pupils (-28.7%). In 2023, GLD school attainment for disadvantaged pupils compared with national was -6.2%.</p>
3	<p>Attainment in writing</p> <p>End of KS1 assessments (2023) indicate that writing attainment among disadvantaged pupils is still significantly below that of non-disadvantaged -26.5% (2023 – Juniper Benchmark Analysis).</p>
4	<p>Attainment in reading</p> <p>End of KS1 assessments (2023) indicate that reading attainment among disadvantaged pupils remains significantly below that of non-disadvantaged pupils -15.1% (2023 – Juniper Benchmark Analysis).</p>
5	<p>Attainment in maths</p> <p>End of KS1 assessments (2023) indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Maths attainment remains lower for disadvantaged pupils -6.4% (2023 – Juniper Benchmark Analysis)</p>
6	<p>Attendance</p> <p>Although our attendance data over the last year (August 2022- July 2023) demonstrates a decrease and a narrowing of the gap between disadvantaged and non-disadvantaged, attendance among disadvantaged pupil is still -4.5% lower (from -8.6%) than for non-disadvantaged pupils.</p> <p>Although persistent absence amongst the disadvantaged has decreased from 48.6% in 2021/2022 to 44.1% in 2022/2023, it is still 27.0% higher than the national non-disadvantaged cohort at 17.1%. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress</p>
7.	<p>Social, emotional and mental health</p> <p>The school has seen an increase in the amount of PP families needing support with social, emotional, mental health and behavioral needs (some with significant SEND needs).</p>

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 among disadvantaged pupils.	Language Link 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.
Improved EYFSP scores among disadvantaged pupils.	EYFSP GLD outcomes show that the gap between disadvantaged pupils and non-disadvantaged pupils meeting GLD is narrowed. The gap will narrow between PP and Non PP in language and communication ELG when comparing to 2023.
Improved reading attainment among disadvantaged pupils.	Tracking demonstrates that ambitious targets for KS1 reading outcomes are being met to narrow the gap. Gap between disadvantaged and non-disadvantaged will close further in 2024/2025 from -15.1% (2023).
Improved writing attainment among disadvantaged pupils.	Tracking demonstrates that ambitious targets for KS1 writing outcomes are being met to narrow the gap. Gap between disadvantaged and non-disadvantaged will close even further in 2024/2025 from -26.5% (2023).
Improved maths attainment among disadvantaged pupils.	KS1 maths outcomes show that the percentage of disadvantaged pupils meeting the expected standard is in line with their non-disadvantaged peers by 2025.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> • Parents understand the schools attendance policies and know the procedures and protocols • The overall attendance rate for all pupils being no less than 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced. • Overall attendance rates and persistent absence rates (10%) of Pupil Premium students at or above the rates for non-Pupil Premium students nationally.

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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruit, retain and further develop high quality teaching. All staff to attend staff meetings & INSETs.</p> <p>Develop use of precisely sequenced and ambitious curriculum to build on prior learning</p> <p>Cornerstones Maestro £2000</p> <p>Release time for subject Leads to develop leadership role and maintain overview of subject across year groups.</p>	<p>High quality teaching is essential to achieving the best outcomes for all children, particularly the most disadvantaged among them.</p> <p>The EEF has evidenced that great teaching is the most important lever schools have to improve pupil attainment. EEF research tells us that high quality teaching can narrow the disadvantaged gap.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>2, 3, 4, 5</p>
<p>Maintain well-trained TA in every class to support quality wave 1 teaching and to deliver same day intervention and teaching to targeted pupils</p> <p>1:1 interventions (e.g. Precision Teach, Rainbow Books, Phonics Catch up and Maths)</p>	<p>To increase access to small group teaching and provide a broad balance offer of intervention support. EEF research states small group work can be a powerful tool for supporting children.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4, 5</p>

<p>Mastery approach through the use of White Rose Maths to develop varied fluency, reasoning and problem solving.</p> <p>Resource £145.00</p>	<p>According to EEF, this strategy offers very high impact at a low cost and potentially 5 months' progress. Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>5</p>
<p>Systematic teaching of PSHE (Jigsaw) to ensure children's wellbeing is placed at the centre of teaching and learning.</p> <p>Resource £424.00</p>	<p>The EEF cites that children make 4 months additional progress through the use of social and emotional learning programmes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>7</p>
<p>EYFS team engage with CPD and training offer 'Enabling Environments' to narrow the education achievement gap and improve the quality of early education for eligible children in areas of development that will help them to catch up to their peers.</p>	<p>Research identifies that outcomes can be improved where settings and providers ensure that disadvantaged children:</p> <ul style="list-style-type: none"> • have a grasp of the basics (early literacy, language and a sense of number) • develop the character traits and life skills to become confident contributors to society (resilience, perseverance, dispositions to learn) • have their material, physical and well-being needs identified and addressed (poverty and early health outcomes, including mental health). <p>A number of EEF studies comment on the importance of training and professional development, and supporting early years professionals with the implementation of different approaches. EEF states that it is unlikely that one approach alone is enough to secure young children's development and progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approach</p>	<p>1, 2</p>

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

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Language Link Assessment on entry to Reception, delivered by a trained speech and language teaching assistant to identify pupils that need additional support around language comprehension and articulation.</p> <p>£460.00</p>	<p>Oral language interventions supported or led by trained teaching assistant have broadly similar impact (+6 months) as those by teachers.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2</p>
<p>Speech and language therapy individual programmes.</p>	<p>Individual programmes of work delivered by trained teaching assistant for children who are under speech and language therapy.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>EEF states that communication and language approaches typically have a very high impact and increase young children’s learning by 7months. Some studies shows lightly larger effects for children from disadvantaged backgrounds.</p>	<p>1, 2</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>And in small groups:</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	
<p>Additional reading support in KS1</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low</p>	<p>3, 4</p>

including: 1:1 reading (Reading Champions, Firefighters).	attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Resource and provide regularly assessed, targeted groups using the school's bespoke phonic programme to secure stronger phonics teaching and learning for all pupils.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 3, 4
EMTAS to provide in-house support to pupils new to English and offer training to current staff £	Oral language interventions supported or led by trained teaching assistant have broadly similar impact (+6 months) as those by teachers. Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2, 3, 4
Phonics Tracker Assessment to assess, track and collate literacy performance at class and pupil level in KS1. £600.00 PhonicsPlay to engage learners in phonics learning. £75.00	In addition to quality Wave 1 teaching: 1:1 reading (fluency and comprehension) small group phonics boosters. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: EEF states 'Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives.'	2, 3, 4

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

Budgeted cost: £24,110

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance .	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-	6, 7

<p>Attendance monitored daily. Absences followed up through phone calls, home visits, letters, attendance meetings with parents and referral to Education Inclusion. 1:1 support for children around attendance.</p>	<p>attendance-actions-for-schools-and-local-authorities</p> <p>Learning mentor/SLT to engage in supporting families to improve attendance (meetings, phone calls, home visits)</p>	
<p>Staff to ensure that disadvantaged children are given free access to a variety of extra-curricular enrichment activities. £3600</p> <p>Subsidised visits and events. Options for payments in instalments offered.</p>	<p>Extra-curricular clubs and educational visits contribute to the wider learning and children's aspirations.</p> <p>EEF research has a focus on interventions linked to academic achievement, they recognise that real life experiences linked to the arts curriculum and those linked to outdoor and adventurous activities, can have a positive impact on self-efficacy, motivation and teamwork.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/outdoor-adventurelearning</p> <p>We will help provide highly positive, memorable experiences and rich opportunities for high quality learning, leading to a positive impact on all pupils' behaviour and safety and contributing well to pupils' achievement and to their spiritual, moral, social and cultural development</p>	<p>2, 3, 4, 5,</p>
<p>Access to school uniform</p>	<p>By ensuring new and pre-loved uniform is available, children are more likely to attend school and feel a sense of identity.</p> <p>https://www.gov.uk/government/news/new-law-to-make-school-uniform-costs-affordable-for-all</p>	<p>6, 7</p>
<p>Free milk daily for disadvantaged pupils. £640</p>	<p>Pupils having a drink of milk ensures that they have a nutritious and positive start to the day.</p> <p>https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primarypupils-reading-writing-and-maths-res</p>	<p>2, 3, 4, 5</p>
<p>Disadvantaged pupils are given access to 'Happy to be me' social and emotional intervention delivered weekly by Learning Mentor and TA.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>6, 7</p>

<p>Supporting disadvantaged families with their individual needs e.g. Early Help meetings.</p>	<p>Children who need help and protection deserve high quality and effective support as soon as a need is identified. Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life. Early help can also prevent further problems arising.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf</p>	<p>6, 7</p>
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Total budgeted cost: £ 82 110

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 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

The data demonstrates that the gap between PP and Non PP has narrowed from 2022 (Reading -25.4%, Writing -36.3% and Maths -7.6%) to 2023 (Reading -15.1%, Writing -26.5% and Maths -6.5%).

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that attendance has improved for our disadvantaged pupils and the gap has narrowed from -8.6% to -4.5%.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that targeted tuition based on individual needs was found to be particularly effective in enabling pupils to keep up with their peers.

Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception and in general, are more prevalent among our disadvantaged pupils than their peers. We will continue to employ a trained speech and language TA to administer assessments, deliver speech and language programmes set by SaLT and track progress. The high levels of discharge rates from SaLT evidences the impact of our early identification through the use of Language Link Assessments and the highly effective interventions put in place.

Language Link Assessments and the highly effective interventions put in place, led by Mrs Cross, TA with responsibility for Speech, Language & Communication have a significantly positive impact on the pupils with difficulties. Discharge statistics demonstrate that despite previous speech and language barriers identified within our Reception classes in 2021, out of 12 pupils identified with comprehension delays, only 1 of those pupils currently in Year 2, continues to have a severe delay and therefore continues to receive support. Of the 24 children currently in Year 1 who were identified in reception with comprehension delays, (41% of the cohort) half of these pupils no longer have remaining difficulties. These children will be re-assessed until they reach an age appropriate level.

Of the 45 current Reception children, 11 have comprehension delays, 2 severe and 9 moderate. This equates to 24.4% of Reception children with delays. They will be re-assessed until they reach an age appropriate level.

Our attendance data over the last year (September 2022- July 2023) indicates that we have narrowed the attendance gap from -8.6% to -4.5%. Persistent absence amongst the disadvantaged has decreased from 48.6% in 2021/2022 to 44.1% in 2022/2023 but is still 27.0% higher than the national non-disadvantaged cohort at 17.1%. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress, which is why attendance continues to be a focus for our current plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A