



Bushbury Hill Primary Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Bushbury Hill Primary School
Pupils in school	312
Proportion of disadvantaged pupils	65%
Pupil premium allocation this academic year	£229,995 based on 171 pupils
Allocation per pupil	£1345 / (P)LAC £2345
Academic year or years covered by statement	2020 - 2023
Publish date	September 2020
Review date	July 2021
Pupil premium lead	Mrs Charlotte Underwood
Governor lead	Mr Nigel Barrett

Disadvantaged pupil progress scores for last academic year KS2 2018-2019

Measure	Score
Reading	-0.73 (National 0.32)
Writing	-0.57 (National 0.27)
Maths	-1.10 (National 0.37)

Disadvantaged pupil attainment for last academic year (2019)

Measure	Score
Reading	PP = 59%, Non-PP = 50%, All = 57%
Writing	PP = 59%, Non-PP = 63%, All = 60%
Maths	PP = 50%, Non-PP = 63%, All = 53%
Reading, Writing and Maths Achieving high standard at KS2	PP = 45%, Non PP = 50%, All = 47% 0%

Barriers to attainment

Barriers Analysis
Standards on entry are significantly below national expectations
Attainment gap between disadvantaged and other pupils in reading, writing and maths
Disadvantaged pupils achieving a higher standard
Disadvantaged pupils with SEND
Disadvantaged pupils on vulnerable children's list
Social, Emotional, Mental Health and Well-being
Behaviour
Digital divide and access
Attendance and punctuality
Parental engagement
Limited life and enrichment experiences
Aspirations for the future / positive role models

Strategy aims for disadvantaged pupils (Teaching and Learning whole school)

Measure	Activity
Priority 1 - Reading	Reading – Quality first teaching of VIPERS supported by evidence informed CPD for teachers and support staff. Provide a broad and engaging curriculum that focuses on vocabulary acquisition, reading stamina and adapting RWI. Purchase class sets of books that link to each topic. Use LLPLs to hear daily readers. Invest in more decodable books linked to RWI.
Priority 2 - Maths	Maths – Development of a Maths Mastery Approach supported by external Shaw Hub. Focus on basic skills using ready to progress materials. Develop pupils' use of independent application of skills and strengthen test resilience. Purchase more manipulatives and resources to support approach..
Priority 3 - Learning techniques	Improve quality of learning by teaching characteristic of good learners. Ensure opportunities to revisit and embed previous learning – apply to long term memory. Whole school implementation of EEF Metacognition guidance. Basic skills/facts are taught across the curriculum and become embedded so further progress is made. Curriculum leads to produce effective Knowledge Organisers to form basis of progression of knowledge and use of low stake testing.

Priority 4 – Well-being	3 x learning mentors ensure barriers to teaching for a short-term need are removed for all children in school who require additional support. CPD training of learning mentors to develop our offer.
Priority 5 - SEND	Pupils' needs are met through physical and sensory targeted support, Educational Psychologist, Speech and language therapy, Nurture provision and targeted support for cognition and learning from TAs in 3 afternoons per week.
Barriers to learning these priorities address	Ensure all staff are using evidence-based interventions. CPD availability and cover costs. Allocation of onset time for Knowledge Organisers. Time constraints. Parent's lack of technology or access to support home learning.
Projected spending	£98,827

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 Writing	Sept 21
Progress in Mathematics	Achieve national average progress scores in KS2 Maths	Sept 21
Phonics	Achieve national average expected standard (phonics check year 1)	Sept 21
Attendance	Improve attendance of disadvantaged pupils to LA average (98.5%)	Sept 21

Targeted academic support for current academic year (Groups / individuals)

Measure	Activity
Priority 1	Specific focus led intervention groups in Reading based on baseline analysis from LA. Targeted support for PP SEND, low attainers and most able.
Priority 2	Specific focus led intervention groups in Maths based on baseline analysis from LA. Targeted support for PP SEND, low attainers and most able. Use of pre-teach and overlearn to help children keep up with their learning within the lessons.
Priority 3	Teachers and TAs use baseline analysis to look at lost learning of PP pupils and ensure opportunities to

	revisit and embed previous learning and gaps plugged are applied to long term memory.
Priority 4	Individual and group support mechanisms in place for vulnerable and pupils with SEMH are in place to reduce behaviour incidents, increase confidence and resilience.
Priority 5	Targeted 1 to 1 and small group support available for improving SEND PP in accessing the curriculum.
Barriers to learning these priorities address	Readiness to learn in some PP pupils, Attainment gap between disadvantaged and other pupils in reading, writing and maths.
Projected spending	£88,315

Wider strategies for current academic year (whole school)

Measure	Activity
Priority 1	Monitor behaviour trends and provide interventions to ensure reduction in cards and improved attitude to learning. Increase pupils' confidence and resilience by designing bespoke interventions to meet the needs of our vulnerable learners.
Priority 2	Daily Magic breakfast in classes for all.
Priority 3	Attendance officers track and target all disadvantaged pupils to reach 98.5%. 75% pf PP children will have greater than 96% attendance. Punctuality is measured in minutes lost, showing a reduction in time missed for Reading lesson. Reduction of 5% persistent absence. Promote A & P with rewards and challenge parents with compliance, referring to EWO and legal team.
Priority 4	Parents supporting learning, parental workshops, target parents to become involved with children's learning and well-being, parent ambassador and PTFA development.
Priority 5	Ensure all children in Y2 and Y6 have the opportunity to participate in outdoor and adventurous activities not available within the school setting. Ensure all children have access to enrichment opportunities to enhance their learning by contributing 50% of costs.
Barriers to learning these priorities address	High percentage of vulnerable children in terms of safeguarding. Parents supporting behaviour and learning at home.
Projected spending	£68,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for staff professional development and this is recorded in professional pathways.	Use of 2 x Inset day Quality CPD opportunities for all staff groups
Targeted support	Time for school leads to monitor and effectiveness of intervention groups and upskill and model for the teaching team on techniques needed in the intervention lessons.	Use of Leadership time and staff CPD.
Wider strategies	Parental engagement for families of vulnerable children.	Working closely with LA and other agencies.